ACADEMIC YEAR 2023-2024: HIGH SCHOOL STUDENTS ATTENDING CCCS COLLEGES

COLORADO
COMMUNITY COLLEGE SYSTEM

CONTENTS

SECTION 1: SYSTEM OVERVIEW OF HIGH SCHOOL STUDENTS

AY 2023-24 showed a third year of growth in CCCS concurrent enrollment, following a drop in AY 20-21 that was heavily impacted by the pandemic. The number of students taking college courses through CCCS while still in high school is the highest that it has ever been, as the overall high school headcount grew 15.3% year over year from AY 22-23 (Figure 1.1). A total of 51,202 high school students enrolled in CCCS colleges in the academic year AY 2023-24. High school students accounted for 41.1% of the annual headcount within CCCS colleges (Figure 1.2), a 2.8 percentage-point increase over the previous year. High school students attempted 18.7% more credit hours than last year and 67.3% more than five years ago (Figure 1.3). In AY 2023-24, 18.1% of all public high school students in Colorado earned some college credit through CCCS (Figure 1.4) and this percentage has increased by 2.3 percentage points from the previous year (Figure 1.5). Compared to all Colorado public high school students, CCCS high school students are composed of a higher percentage of female students but a lower percentage of students of color (Figures 1.6 – 1.8).

Figure 1.1 – Number of Unique High School Students by Academic Year

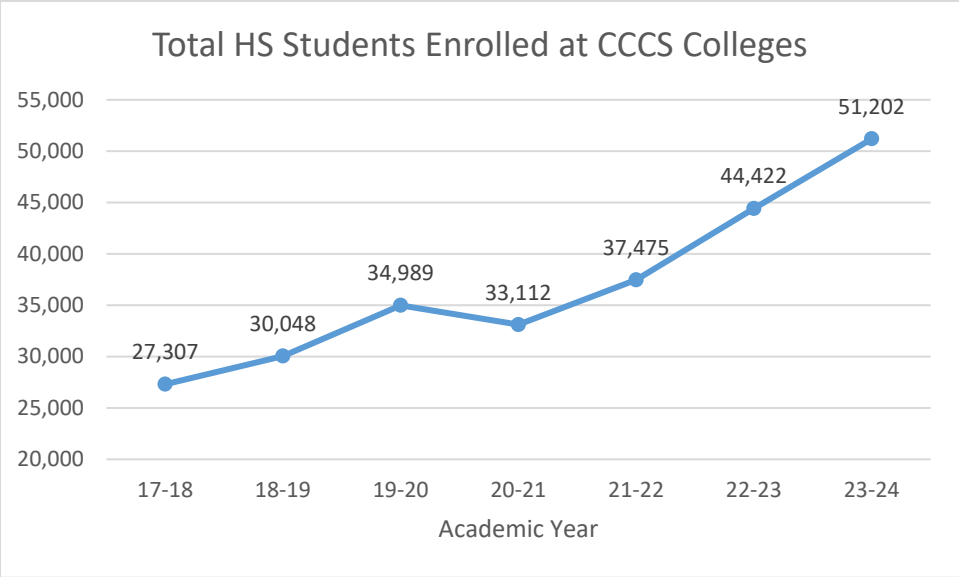


Figure 1.2 – High School Students as a Percentage of Overall CCCS Headcount

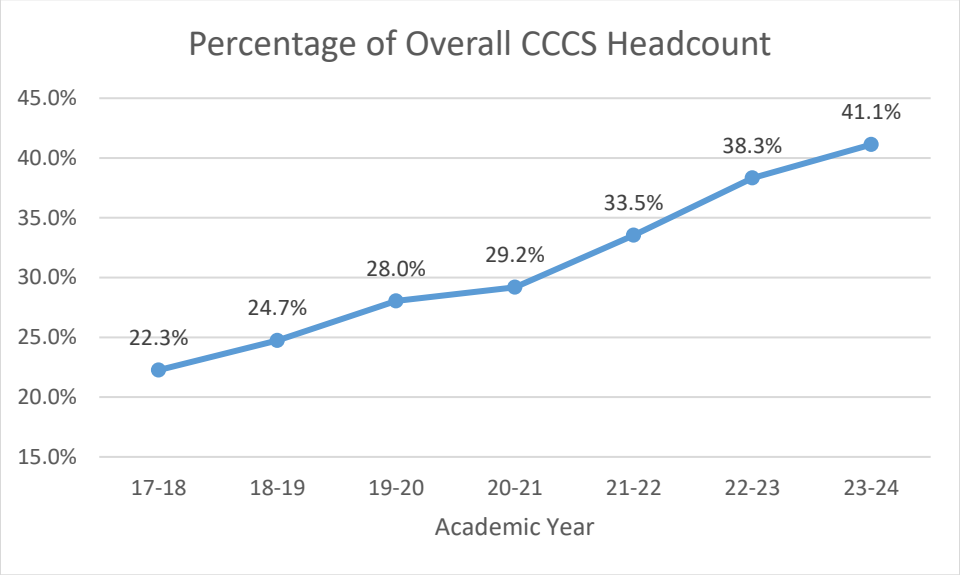


Figure 1.3 – Total Credit Hours Attempted by CCCS High School Students

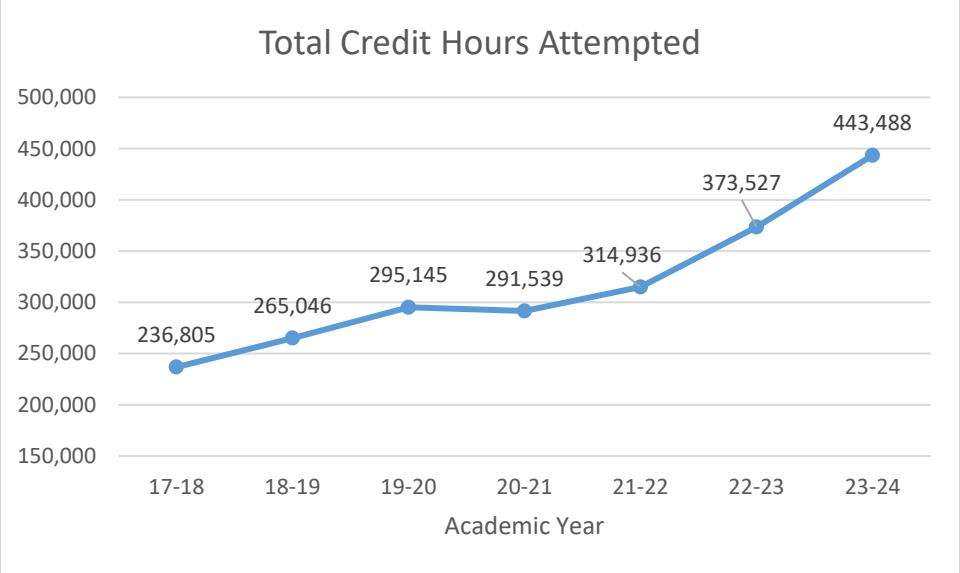
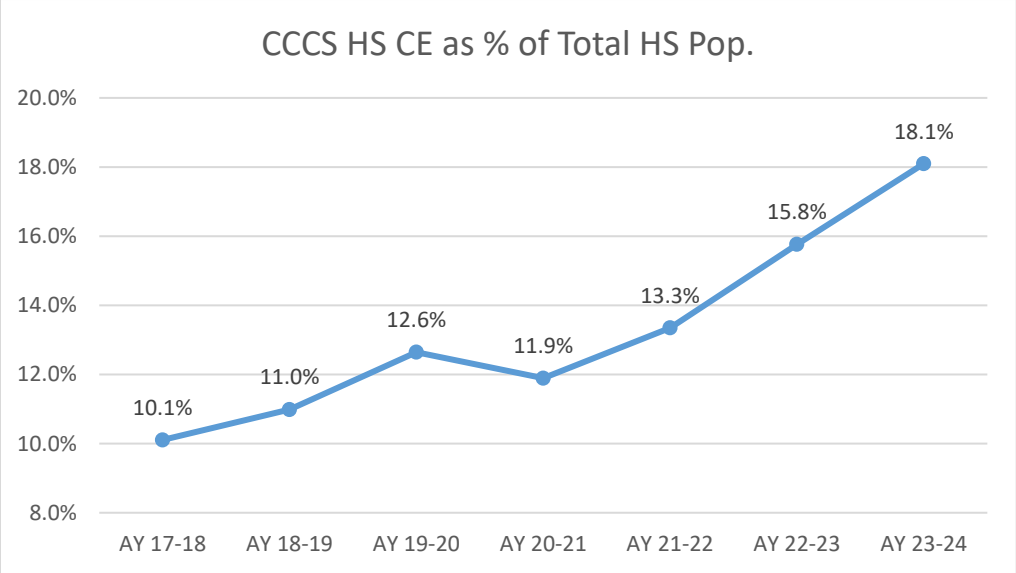


Figure 1.4 – CCCS High School Students Compared to all Colorado Public HS Students

	Fall 2019 Enrollment	Fall 2020 Enrollment	Fall 2021 Enrollment	Fall 2022 Enrollment	Fall 2023 Enrollment
	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Public High School[1]					
Total Number of Students	276,730	278,424	280,745	281,808	282,903
% Change Year-to-Year	1.2%	0.6%	0.8%	0.4%	0.4%
CCCS HS Students					
Total Number of Students	34,989	33,112	37,475	44,422	51,202
% Change Year-to-Year	16.4%	-5.4%	13.2%	18.5%	15.3%
CCCS as % of Public High School	**12.6%**	**11.9%**	**13.3%**	**15.8%**	**18.1%**

Figure 1.5 – CCCS Concurrent Enrollment as % of Total High School Population



[1] Public high school data/totals based on published Colorado Department of Education pupil membership data at https://www.cde.state.co.us/cdereval/pupilcurrent.

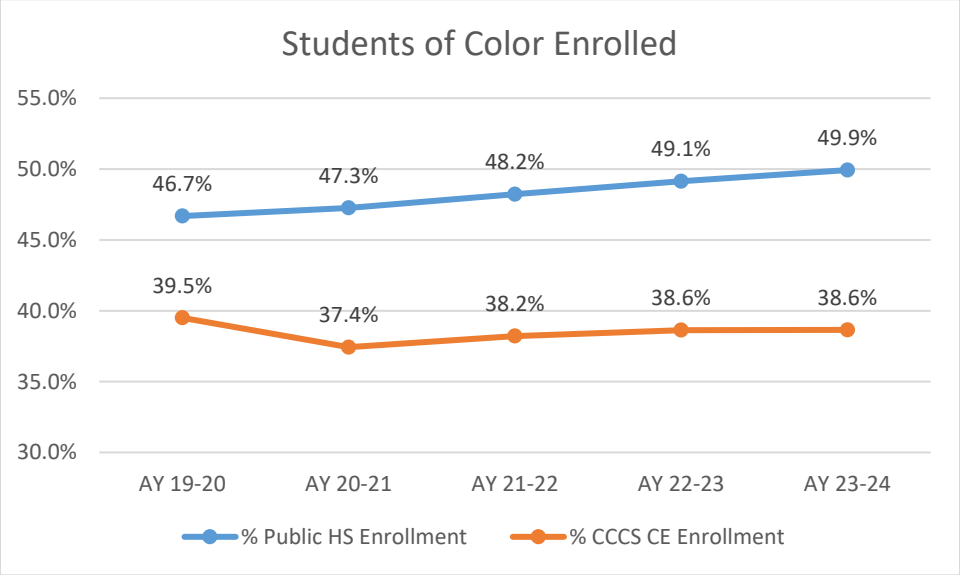
Figure 1.6 – AY 2023-24 Demographics of CCCS High School Students Compared to all Colorado Public HS Students

Demographic	Public HS Students #	Public HS Students %	CCCS HS Students #	CCCS HS Students %	% Diff.
Gender					
Female	137,475	48.6%	27,649	54.0%	5.4%
Male	145,154	51.3%	23,553	46.0%	-5.3%
	274	0.1%	0	0.0%	-0.1%
Race/Ethnicity					
American Indian or Alaskan Native	1,806	0.6%	290	0.6%	-0.1%
Asian	8,858	3.1%	1,854	3.6%	0.5%
Black or African American	12,845	4.5%	1,910	3.7%	-0.8%
Hispanic	103,585	36.6%	13,090	25.6%	-11.0%
Multiple races	13,295	4.7%	2,545	5.0%	0.3%
Native Hawaiian and Other Pacific Islander	863	0.3%	100	0.2%	-0.1%
Non-Resident Alien (Int'l.)	0	0.0%	1,776	3.5%	3.5%
Unknown	0	0.0%	3,156	6.2%	6.2%
White	141,651	50.1%	26,481	51.7%	1.6%
Students of Color	141,252	49.9%	19,789	38.6%	-11.3%

Figure 1.7 – AY 2022-23 Demographic of CCCS High School Students Compared to all Colorado Public HS Students

Demographic	Public HS Students #	Public HS Students %	CCCS HS Students #	CCCS HS Students %	% Diff.
Gender					
Female	137,303	48.7%	24,126	54.3%	5.6%
Male	144,505	51.3%	20,296	45.7%	-5.6%
Race/Ethnicity					
American Indian or Alaskan Native	1,852	0.7%	261	0.6%	-0.1%
Asian	8,933	3.2%	1,725	3.9%	0.7%
Black or African American	12,610	4.5%	1,655	3.7%	-0.7%
Hispanic	101,441	36.0%	11,291	25.4%	-10.6%
Multiple races	12,822	4.5%	2,160	4.9%	0.3%
Native Hawaiian and Other Pacific Islander	815	0.3%	69	0.2%	-0.1%
Non-Resident Alien (Int'l.)	0	0.0%	1,371	3.1%	3.1%
Unknown	0	0.0%	2,693	6.1%	6.1%
White	143,335	50.9%	23,197	52.2%	1.4%
Students of Color	138,473	49.1%	17,161	38.6%	-10.5%

Figure 1.8 – 5-Year Comparison of Public HS % Students of Color vs. CCCS Concurrent Enrollment % Students of Color



High school students enrolled in 146,928 courses in AY 2023-24, an increase of 19.4% from the previous year (Figure 1.9). Two-thirds of high school students enroll in two or more courses (66.6%) with 18.9% taking five or more courses (Figure 1.10). Compared to previous academic years, the percentage of courses taken by each student remained relatively unchanged, with a slight shift away from 1 and 2 courses enrolled toward a heavier courseload (Figures 1.11 and 1.12). This can be seen in an increase in average credits from 8.6 to 8.8 since AY 22-23 (Figure 1.13). Figure 1.14 shows the top ten highest enrolled courses taken by CCCS high school students, with English Composition I, College Algebra, and English Composition II holding the top three spots. The top ten highest enrolled courses comprise 31.2% of all CE course enrollments (Figure 1.14).

Figure 1.9 – Total Courses Taken by CCCS CE High School Students

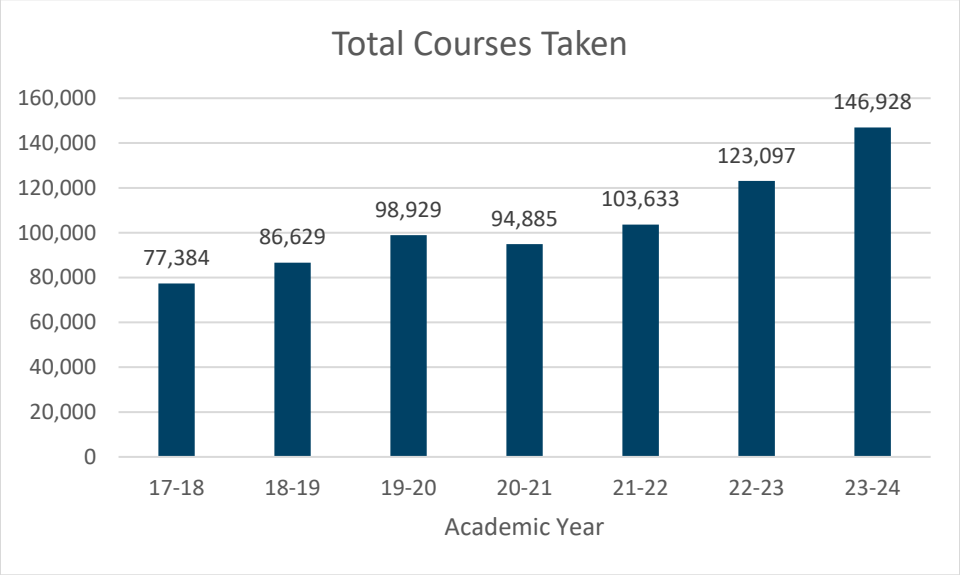


Figure 1.10 – High School Students by Number of Courses Taken: AY 2023-24

# of Courses Taken During the Year	1 Course	2 Courses	3 Courses	4 Courses	5+ Courses	Total
# of Students	17,127	13,159	6,117	5,124	9,675	51,202
% of Students	33.4%	25.7%	11.9%	10.0%	18.9%	100%

Figure 1.11 – Number of Courses Taken by CCCS CE High School Students

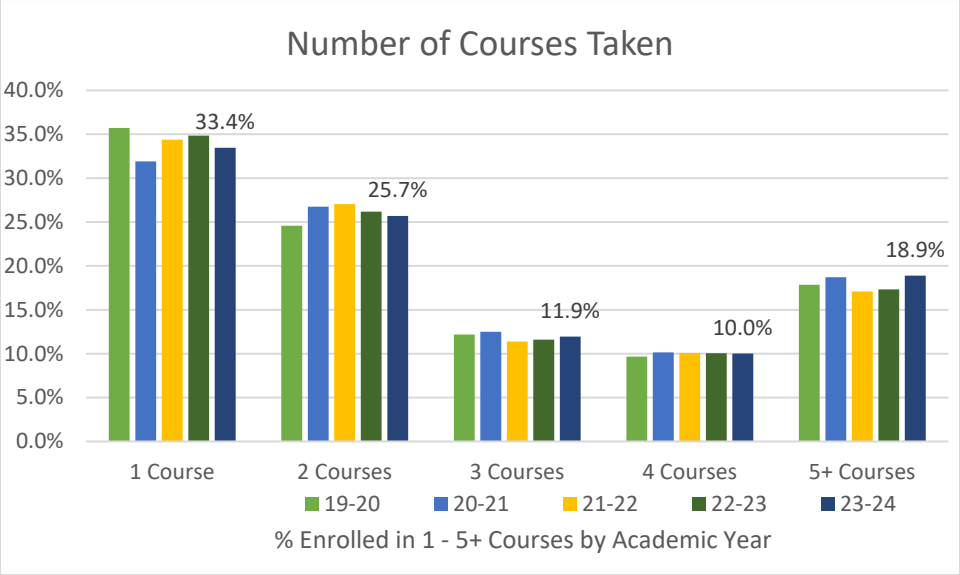


Figure 1.12 – Number of High School Students by Courses Enrolled

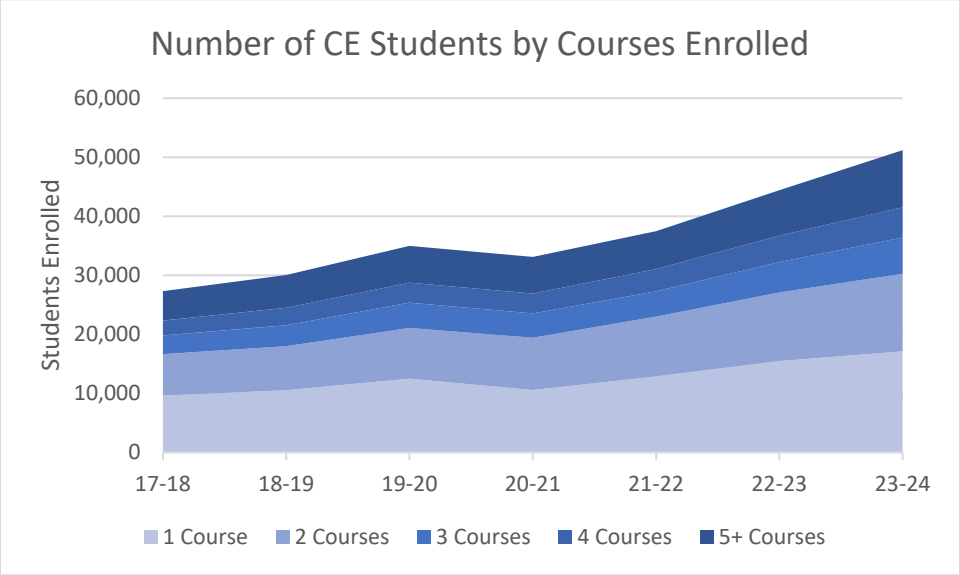


Figure 1.13 – Average Credit Hours Taken Per High School Student by Academic Year

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Average Credits Taken by HS Students	8.7	8.9	8.5	8.6	8.8

Figure 1.14 – Top Ten Courses Taken by CCCS CE High School Students: AY 2023-24

Course Enrollment	% of all HS Course Enrollments	Course	Course Description
10,815	7.4%	ENG1021	English Composition I
7,402	5.0%	MAT1340	College Algebra
6,441	4.4%	ENG1022	English Composition II
3,582	2.4%	LIT1015	Intro to Literature I
3,267	2.2%	BUS1015	Intro to Business
3,261	2.2%	PSY1001	General Psychology I
3,106	2.1%	BUS1016	Personal Finance
2,709	1.8%	MAT1260	Intro to Statistics
2,615	1.8%	MAT1420	College Trigonometry
2,586	1.8%	HIS1220	US History Since the Civil War

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SECTION 2: HIGH SCHOOL STUDENTS BY COLLEGE

In AY 2023-24, Front Range Community College had the largest number of enrolled high school students, followed by Arapahoe Community College (Figure 2.1). Colorado Northwestern Community College saw a 37.6% increase in enrollment of high school students, the largest across all colleges (Figure 2.2). Among CCCS colleges, the proportion of high school enrollment to overall enrollment ranged from 59.5% at the Community College of Aurora to 21.4% at Pikes Peak State College (Figures 2.3 and 2.4). High school enrollments comprised over a quarter of total enrollment at eleven CCCS colleges and over half of the enrollment at four colleges.

Figure 2.1 – High School Students Enrolled by College

College	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
ACC	8,089	7,529	8,631	9,497	10,927
CCA	5,561	4,913	5,465	6,326	7,209
CCD	1,894	1,550	2,756	3,045	3,404
CNCC	548	423	619	665	915
FRCC	7,742	8,192	9,005	11,457	13,399
LCC	352	318	312	293	324
MCC	687	729	822	903	973
NJC	361	394	373	416	473
OC	546	509	449	403	360
PCC	2,448	2,256	2,564	3,695	4,275
PPSC	3,307	3,242	2,966	3,450	3,798
RRCC	2,736	2,434	2,815	3,561	4,433
TSC	718	623	698	711	712
CCCS Total	**34,989**	**33,112**	**37,475**	**44,422**	**51,202**

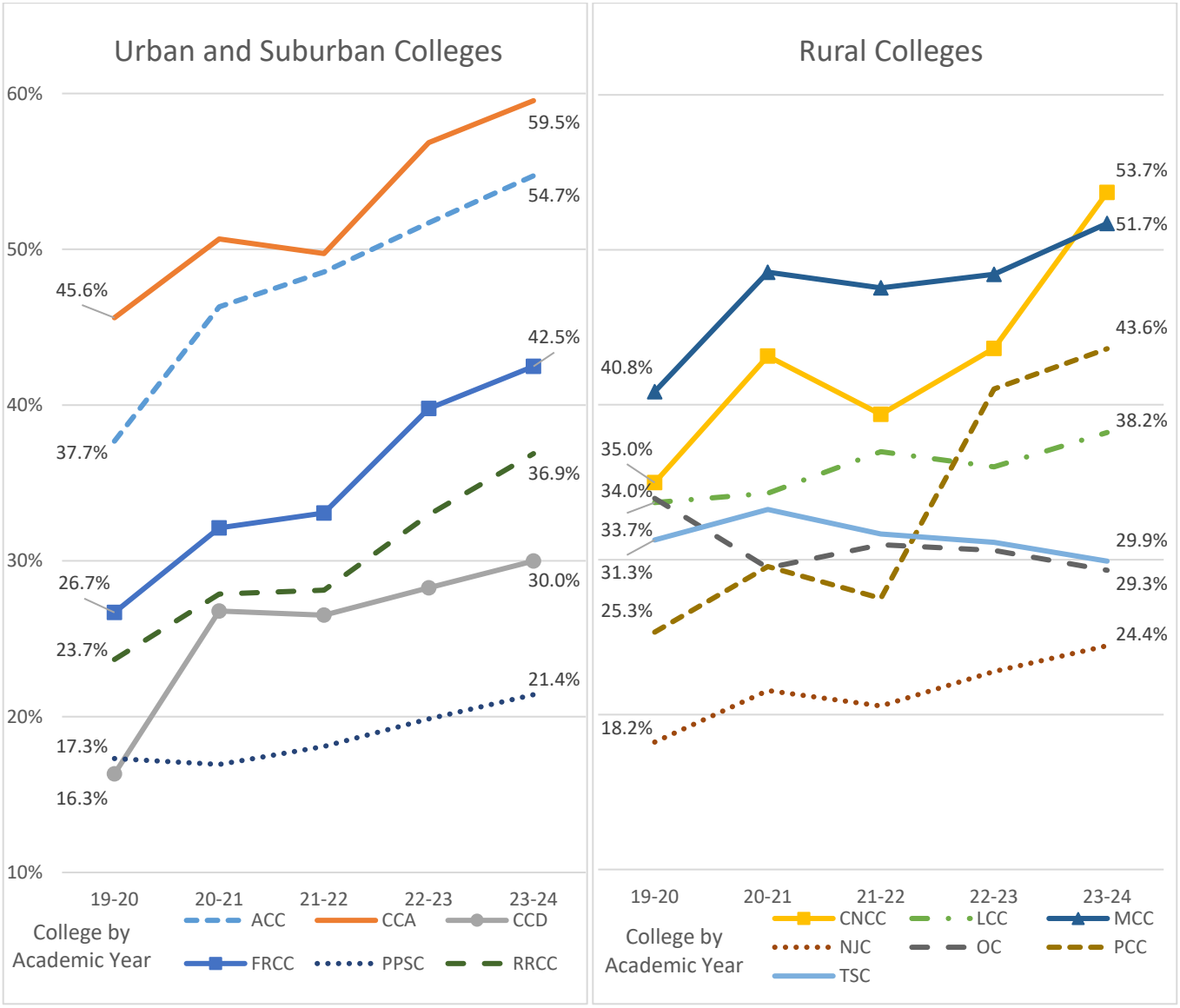
Figure 2.2 – Change from Previous Year in Number of High School Students Enrolled

College	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
ACC	27.4%	-6.9%	14.6%	10.0%	15.1%
CCA	15.4%	-11.7%	11.2%	15.8%	14.0%
CCD	4.6%	-18.2%	77.8%	10.5%	11.8%
CNCC	-11.9%	-22.8%	46.3%	7.4%	37.6%
FRCC	23.2%	5.8%	9.9%	27.2%	17.0%
LCC	11.7%	-9.7%	-1.9%	-6.1%	10.6%
MCC	12.4%	6.1%	12.8%	9.9%	7.8%
NJC	-3.2%	9.1%	-5.3%	11.5%	13.7%
OC	14.9%	-6.8%	-11.8%	-10.2%	-10.7%
PCC	18.9%	-7.8%	13.7%	44.1%	15.7%
PPSC	10.9%	-2.0%	-8.5%	16.3%	10.1%
RRCC	5.9%	-11.0%	15.7%	26.5%	24.5%
TSC	-6.3%	-13.2%	12.0%	1.9%	0.1%
CCCS Total	**16.4%**	**-5.4%**	**13.2%**	**18.5%**	**15.3%**

Figure 2.3 – HS Students as a Percentage of Overall Enrollment by Academic Year

College	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
ACC	37.7%	46.3%	48.5%	51.7%	54.7%
CCA	45.6%	50.7%	49.7%	56.8%	59.5%
CCD	16.3%	26.8%	26.5%	28.3%	30.0%
CNCC	35.0%	43.1%	39.4%	43.6%	53.7%
FRCC	26.7%	32.1%	33.1%	39.8%	42.5%
LCC	33.7%	34.3%	37.0%	36.0%	38.2%
MCC	40.8%	48.6%	47.5%	48.4%	51.7%
NJC	18.2%	21.5%	20.6%	22.8%	24.4%
OC	34.0%	29.5%	31.0%	30.6%	29.3%
PCC	25.3%	29.6%	27.5%	41.0%	43.6%
PPSC	17.3%	16.9%	18.1%	19.9%	21.4%
RRCC	23.7%	27.9%	28.1%	33.0%	36.9%
TSC	31.3%	33.2%	31.7%	31.1%	29.9%
CCCS Total	**28.0%**	**33.0%**	**33.5%**	**38.3%**	**44.2%**

Figure 2.4 – HS Students as a Percentage of Overall Enrollment



SECTION 3: PARTICIPATION BY PROGRAM

The most common method provided by Colorado law for high school students to earn college credit is the concurrent enrollment program. However, high school students are not strictly limited to this method of enrollment and may participate in college courses through other methods as well. The concurrent enrollment program provides high school students the opportunity to earn college credits at little or no cost[2]. The concurrent enrollment program is open to students in grades 9-12 from public high schools and charter schools. Students at these institutions must receive permission from their local education provider to participate in the program. The local education providers must enter into cooperative agreements with the colleges with agreed-upon tuition rates. Colleges also receive state funding for these students via the College Opportunity Fund (COF).

The ASCENT program extends the concurrent enrollment program, utilizing state-extended high school funding to retain students for an additional year beyond grade 12. Enrollment restrictions and funding structures for ASCENT have undergone changes in recent years[3,4]. Students may be designated as eligible if they complete, or are on schedule to complete, nine credit hours of credit-bearing, college-level postsecondary coursework by the end of twelfth grade. Eligibility is also limited to the year immediately following a student's twelfth-grade year. Students who took CCCS courses outside the parameters of the concurrent enrollment and ASCENT programs are categorized as "other" forms of high school enrollment (namely Early College, P-Tech, TREP, and self-pay). This method of categorizing students mirrors that of the Colorado Department of Education.

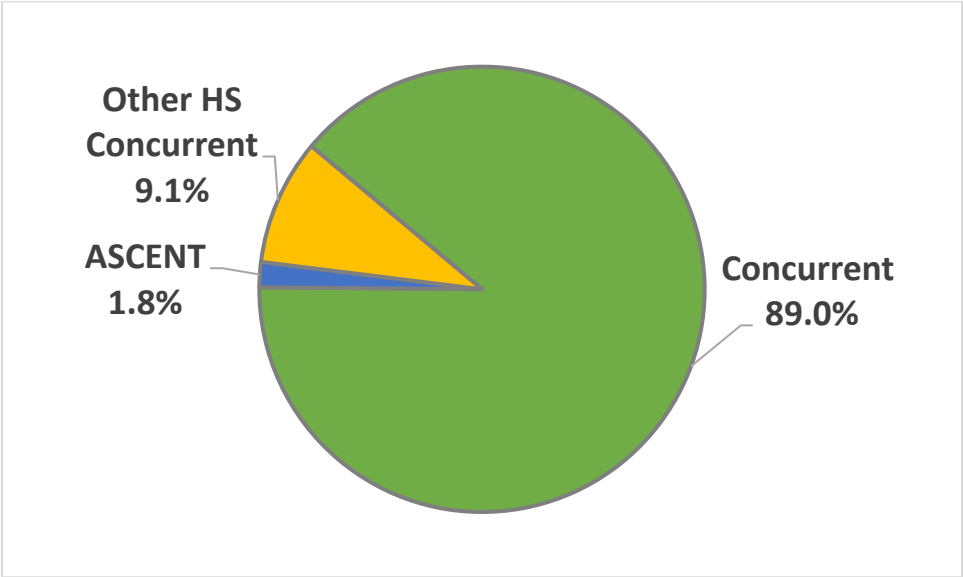
By far the most common method utilized by students to take college-level courses is the concurrent enrollment program, which accounted for 89.0% of high school enrollments system-wide in AY 2023-24 (Figure 3.1). The ASCENT program accounted for 1.8% of student enrollments, growing from 1.0% last year. These are roughly the same percentages as in AY 22-23, when 89.5% of high school students participated through the concurrent program.

[2] Students in Concurrent Enrollment pay no tuition costs and may only have to pay books or fees for courses at the college campuses.

[3] HB22-1390 repealed the 500-student funding cap and lowered the eligibility from 12 credits to 9 credits.

[4] HB24-1393 caps future enrollment – not to exceed enrollment in the 2024-2025 state fiscal year by district, modifies some eligibility criteria, and updates the funding formula for the ASCENT program.

Figure 3.1 – High School Students by Program Type: AY 2023-24



Figures 3.2 and 3.3 provide college breakdown by program – concurrent, ASCENT, Early College, P-Tech, TREP and others. The vast majority of students (89.0%) enrolled in CCCS colleges through the concurrent enrollment program. Front Range Community College had the highest number of students (11,527) in the concurrent program, followed by Arapahoe Community College (9,762). In terms of course level, a vast majority (99.7%) of the course enrollment was at the college level, with only 0.3% in developmental education (Figure 3.4).

Figure 3.2 – High School Students by Program and College: AY 2023-24

College	Concurrent	ASCENT	Early College	P-Tech	TREP	Other HS Concurrent
ACC	9,762	112	945	34	5	69
CCA	7,092	93	0	0	7	17
CCD	2,484	58	684	139	1	38
CNCC	908	0	0	0	0	7
FRCC	11,527	290	827	485	25	245
LCC	320	3	0	0	0	1
MCC	941	0	0	0	0	32
NJC	462	0	0	0	0	11
OC	349	0	0	0	0	11
PCC	4,059	67	1	29	3	116
PPSC	2,774	182	718	47	10	67
RRCC	4,212	124	45	0	6	46
TSC	699	3	0	0	0	10
CCCS Total	**45,589**	**932**	**3,220**	**734**	**57**	**670**

Figure 3.3 – Percent of High School Students by Program and College: AY 2023-24

College	% Concurrent	% ASCENT	% Early College	% P-Tech	% TREP	% Other HS
ACC	89.3%	1.0%	8.6%	0.3%	0.0%	0.6%
CCA	98.4%	1.3%	0.0%	0.0%	0.1%	0.2%
CCD	73.0%	1.7%	20.1%	4.1%	0.0%	1.1%
CNCC	99.2%	0.0%	0.0%	0.0%	0.0%	0.8%
FRCC	86.0%	2.2%	6.2%	3.6%	0.2%	1.8%
LCC	98.8%	0.9%	0.0%	0.0%	0.0%	0.3%
MCC	96.7%	0.0%	0.0%	0.0%	0.0%	3.3%
NJC	97.7%	0.0%	0.0%	0.0%	0.0%	2.3%
OC	96.9%	0.0%	0.0%	0.0%	0.0%	3.1%
PCC	94.9%	1.6%	0.0%	0.7%	0.1%	2.7%
PPSC	73.0%	4.8%	18.9%	1.2%	0.3%	1.8%
RRCC	95.0%	2.8%	1.0%	0.0%	0.1%	1.0%
TSC	98.2%	0.4%	0.0%	0.0%	0.0%	1.4%
CCCS Total	**89.0%**	**1.8%**	**6.3%**	**1.4%**	**0.1%**	**1.3%**

Figure 3.4 – HS Course Enrollment by Course Level: AY 2023-24

Course Level	Course Enrollments	% of Total HS Courses
Developmental Ed	414	0.3%
College Level	146,514	99.7%
Total	**146,928**	**100%**

SECTION 4: DEMOGRAPHICS

Over the last five years, an average of 54.6 percent of high school students identified as female (Figure 4.1). In AY 2023-24, high school students at CCCS colleges self-reported as 51.7 percent white, and the second largest population was Hispanic students at 25.6 percent (Figure 4.2). Trinidad State College had the highest proportion of Hispanic students at 52.0%, followed by the Community College of Denver at 48.5% (Figure 4.3). The percentage of enrolled students of color has remained consistent, hovering within a percentage point of 38% for the last three years (Figure 4.4). AY 2023-24 saw a slight increase in the percentage of enrolled first-generation students from 33.3% last year to 33.4% in 2023-2024. The percentage of first-generation students in 2023-24 ranged from 18.2% to 55.0% across CCCS colleges (Figure 4.5). Students of color in 2023-2024 ranged from 20.7% to 64.1% at CCCS colleges (Figure 4.5). The most common age of enrolled students is 17, making up 37% of the total (Figure 4.6).

Figure 4.1 – CCCS High School Students by Gender

Gender	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Female	19,018	18,447	20,546	24,126	27,649	54.4%	55.7%	54.8%	54.3%	54.0%
Male	15,971	14,665	16,929	20,296	23,553	45.6%	44.3%	45.2%	45.7%	46.0%
Total	**34,989**	**33,112**	**37,475**	**44,422**	**51,202**	**100%**	**100%**	**100%**	**100%**	**100%**

Figure 4.2 – Percent of CCCS High School Student Population by Race/Ethnicity

Race/Ethnicity	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
American Indian or Alaskan Native	0.5%	0.5%	0.6%	0.6%	0.6%
Asian	3.9%	3.9%	4.1%	3.9%	3.6%
Black or African American	3.7%	3.5%	3.7%	3.7%	3.7%
Hispanic	24.6%	24.7%	24.9%	25.4%	25.6%
Multiple races	4.5%	4.6%	4.8%	4.9%	5.0%
Native Hawaiian and Other Pacific Islander	0.3%	0.2%	0.2%	0.2%	0.2%
Non-Resident Alien (International)	2.6%	1.5%	3.1%	3.1%	3.5%
Unknown	7.0%	6.3%	5.2%	6.1%	6.2%
White	53.0%	54.8%	53.5%	52.2%	51.7%

Figure 4.3 – Percent of CCCS High School Student Population by Race/Ethnicity and by College, AY 23-24

College	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multiple races	Native Hawaiian and Other Pacific Islander	Non-Resident Alien (International)	Unknown	White	Students of Color
ACC	0.5%	4.5%	2.4%	13.9%	5.2%	0.2%	1.4%	7.0%	64.8%	26.7%
CCA	0.3%	5.8%	12.5%	31.7%	5.9%	0.3%	14.0%	4.1%	25.4%	56.5%
CCD	0.5%	2.5%	7.9%	48.5%	4.3%	0.4%	5.6%	5.6%	24.7%	64.1%
CNCC	1.1%	0.4%	0.5%	15.3%	3.1%	0.2%	0.4%	3.8%	75.1%	20.7%
FRCC	0.5%	4.1%	1.2%	24.9%	4.6%	0.1%	2.1%	6.7%	56.0%	35.3%
LCC	0.9%	1.2%	0.3%	35.2%	1.5%	0.0%	1.5%	4.0%	55.2%	39.2%
MCC	0.3%	0.3%	1.5%	28.6%	3.0%	0.0%	0.7%	2.2%	63.4%	33.7%
NJC	0.4%	0.2%	0.6%	19.2%	1.9%	0.0%	1.3%	3.4%	72.9%	22.4%
OC	0.8%	0.3%	0.8%	47.2%	2.8%	0.3%	0.3%	1.7%	45.8%	52.2%
PCC	1.4%	0.7%	1.4%	35.0%	3.9%	0.1%	0.5%	8.7%	48.3%	42.5%
PPSC	0.4%	3.8%	4.5%	21.7%	9.0%	0.3%	0.9%	4.3%	55.1%	39.7%
RRCC	0.8%	3.0%	1.1%	18.5%	4.4%	0.2%	1.3%	7.1%	63.6%	27.9%
TSC	0.6%	0.6%	0.6%	52.0%	1.1%	0.0%	0.8%	9.0%	35.4%	54.8%

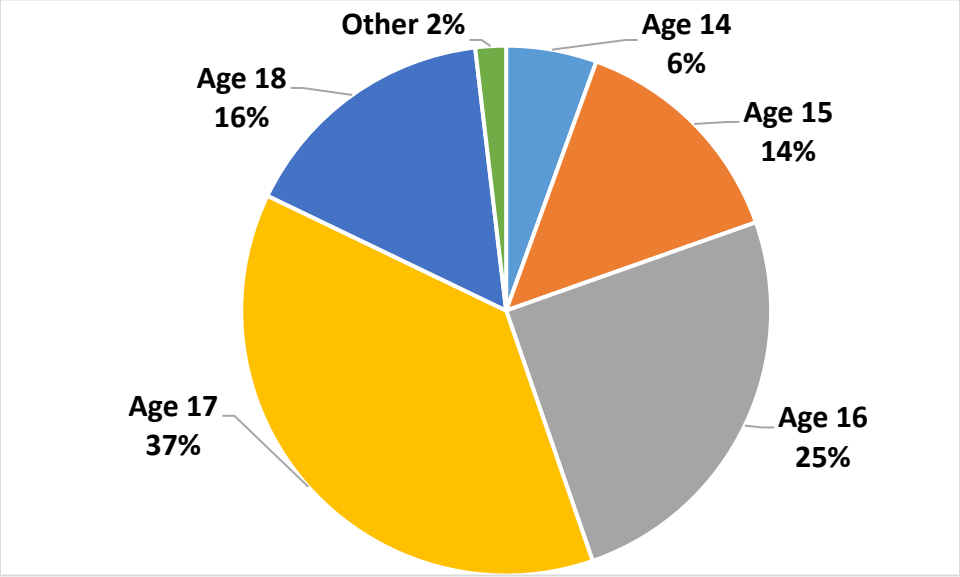
Figure 4.4 – Demographic Breakdown, Three-year Trend

Demographic	AY 21-22	AY 22-23	AY 23-24	AY 21-22	AY 22-23	AY 23-24
Race/Ethnicity:						
Students of Color	14,320	17,161	19,789	38.2%	38.6%	38.6%
Non-Students of Color	23,155	27,261	31,413	61.8%	61.4%	61.4%
First-Generation Status:						
First-Generation	13,002	14,806	17,081	34.7%	33.3%	33.4%
Not First-Generation	24,473	29,616	34,121	65.3%	66.7%	66.6%

Figure 4.5 – Number and Percentage of Demographic Characteristics by College: AY 2023-24

College	Students of Color	Percent Students of Color	First-Generation	Percent First-Generation
ACC	2,914	26.7%	1,993	18.2%
CCA	4,071	56.5%	3,528	48.9%
CCD	2,181	64.1%	1,767	51.9%
CNCC	189	20.7%	398	43.5%
FRCC	4,733	35.3%	3,786	28.3%
LCC	127	39.2%	159	49.1%
MCC	328	33.7%	478	49.1%
NJC	106	22.4%	193	40.8%
OC	188	52.2%	198	55.0%
PCC	1,816	42.5%	1,866	43.6%
PPSC	1,507	39.7%	1,265	33.3%
RRCC	1,239	27.9%	1,118	25.2%
TSC	390	54.8%	332	46.6%

Figure 4.6 – High School Students by Age: AY 2023-24



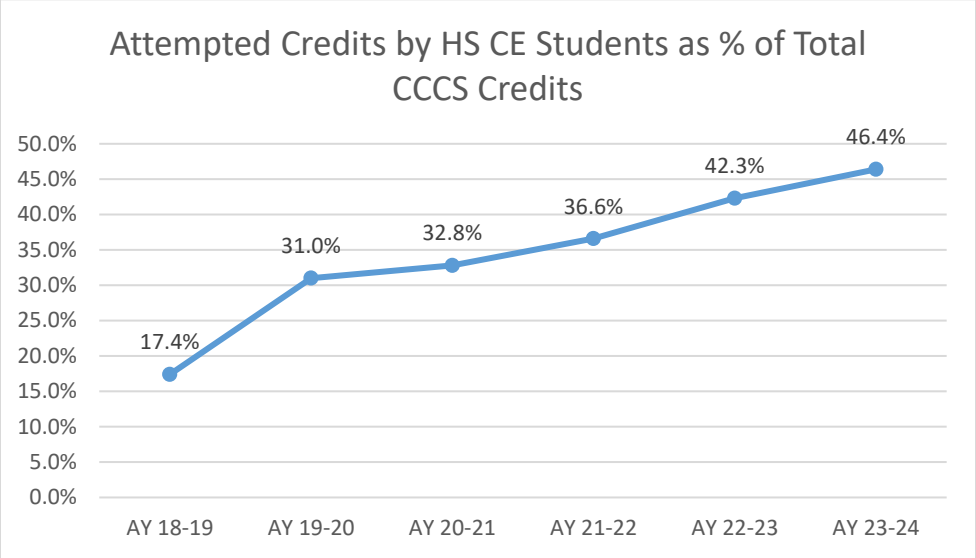
SECTION 5: CREDIT HOURS ATTEMPTED

System-wide, students carried an average of 8.8 credit hours over the course of the AY 2023-24, an increase from last year's average of 8.6 (Figure 5.1). Front Range Community College high school students attempted the most credit hours, followed by Arapahoe Community College and Community College of Aurora. Lamar Community College's average of 14.5 credit hours per student was the highest among the thirteen colleges. The proportion of high school credit hours to total credit hours was highest at the Community College of Aurora, at 72.5%. Credit hours taken by high school students account for over 40% of total credit hours at eight of the thirteen colleges and over 50% at five of the thirteen colleges. High school students made up 46.4% of all attempted credits across CCCS in 2023-2024, an increase from 42.3% from the previous year (Figure 5.2).

Figure 5.1 – CCCS High School Credits Attempted and Average Credits by College: AY 2023-24

College	HS Credit Hours	All CCCS Credit Hours	HS as of Total	Average Credit Hours Per Student
ACC	91,557	145,525	62.9%	8.4
CCA	63,790	88,025	72.5%	8.8
CCD	26,782	86,443	31.0%	7.9
CNCC	8,465	14,204	59.6%	9.3
FRCC	101,960	229,492	44.4%	7.6
LCC	4,711	8,391	56.1%	14.5
MCC	11,192	16,182	69.2%	11.5
NJC	5,327	15,680	34.0%	11.3
OC	3,167	12,322	25.7%	8.8
PCC	37,121	74,308	50.0%	9.2
PPSC	45,577	151,272	30.1%	12.0
RRCC	37,711	92,105	40.9%	8.5
TSC	6,129	22,099	27.7%	8.6
CCCS Total	**443,488**	**956,045**	**46.4%**	**8.8**

Figure 5.2 – CCCS High School Credits Attempted as a % of Total CCCS Credit Hours



SECTION 6: CREDITS EARNED AND TUITION SAVED

High school students earned 406,553 credits in AY 2023-24, 93.5% of the 434,777 credit hours attempted (Figure 6.1). As with the number of course enrollments, most credit hours were earned by concurrent enrollment students. To calculate cost savings for all high school students who took college classes in AY 2023-24, we must consider ASCENT, Early College, P-Tech, and TREP students, as well as Concurrent Enrollment. These programs afford students similar opportunities to earn tuition-free college credit while in high school. With resident tuition of $164.20 (after COF) per credit hour in AY 2023-24, concurrent enrollment, Early College, ASCENT, P-Tech, and TREP students and their families saved $71.4 million in college tuition costs for attempted credit hours.

Figure 6.1 – Tuition Saved by Academic Year

	AY 21-22	AY 22-23	AY 23-24
Attempted Credit Hours[5]	306,852	364,958	434,777
Earned Credit Hours	287,323	341,145	406,553
Tuition (after COF)	$153.35	$156.40	$164.20
Tuition Saved	**$47,055,754**	**$57,079,431**	**$71,390,301**

[5] Attempted credit hours in this table only include ASCENT, Early College, P-Tech, TREP, and Concurrent Enrollment students.

SECTION 7: ACADEMIC STUDIES AND OUTCOMES

The course pass rates for all high school students across the Colorado Community College System have consistently been near 90 percent for the last five years (Figure 7.1). When broken down by high school program type (Figure 7.2), students in the concurrent program had a higher pass rate (91.0 %) than students in ASCENT (83.2%) or other programs (86.6%). Pass rates differ across demographic groups, with students of color, first-generation students, and male students having a lower pass rate than their counterparts (Figure 7.3).

Figure 7.1 – System Wide Course Pass Rates for High School Students, AY 2019-20 through AY 2023-24

Course Status	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Passed	88,961	84,933	92,032	111,017	132,316
Enrolled	98,957	94,902	103,637	123,112	146,946
Success Rate	**89.9%**	**89.5%**	**88.8%**	**90.2%**	**90.0%**

Figure 7.2 – High School Student Course Pass Rate by Program Type – AY 2023-24

Course Status	Concurrent	ASCENT	Other HS Concurrent
Passed	108,872	5,978	17,466
Enrolled	119,595	7,188	20,163
Success Rate	**91.0%**	**83.2%**	**86.6%**

Figure 7.3 – HS Course Pass Rates by Demographic Group by College: AY 2023-24

College	Students of Color	Non-Students of Color	First-Generation	Not First Generation	Male	Female
ACC	92.3%	94.7%	90.1%	95.1%	93.1%	94.7%
CCA	87.6%	88.1%	85.0%	90.6%	86.9%	88.6%
CCD	83.0%	89.7%	81.1%	90.5%	83.3%	86.4%
CNCC	89.6%	92.5%	89.4%	93.7%	91.3%	92.3%
FRCC	87.1%	91.6%	84.9%	92.2%	90.2%	90.0%
LCC	94.4%	93.8%	91.3%	96.5%	94.1%	94.0%
MCC	85.4%	92.5%	86.8%	92.8%	90.9%	89.2%
NJC	94.0%	94.1%	91.9%	95.4%	93.8%	94.2%
OC	89.5%	93.7%	90.2%	92.9%	91.3%	91.8%
PCC	81.5%	84.9%	81.4%	85.3%	83.1%	84.0%
PPSC	84.5%	88.4%	80.5%	90.0%	86.0%	87.7%
RRCC	93.2%	95.5%	93.2%	95.4%	94.0%	95.6%
TSC	92.1%	94.6%	91.7%	94.5%	92.4%	93.6%
CCCS Total	**87.5%**	**91.6%**	**85.6%**	**92.4%**	**89.5%**	**90.5%**

The course pass rate for high school students across all colleges was 90.0%, ranging from 83.6% to 94.8% at individual colleges (Figures 7.4 and 7.5). High school students at eight CCCS colleges exceeded the overall system-level pass rate of 90% in 2023-24. Red Rocks Community College had the highest course pass rate at 94.8%, followed closely by Arapahoe Community College, Lamar Community College, and Northeastern Junior College (94%). In 2023-24, high school students had a higher pass rate in face-to-face courses than in distance and online courses. This result is consistent across all 13 colleges (Figure 7.6). The overall gap between face-to-face courses and distance and online courses was 8.7 percentage points (82.3% vs. 91%).

Figure 7.4 – Course Pass Rates of HS Students by College

College	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
ACC	93.7%	92.9%	94.1%	94.2%	94.0%
CCA	86.2%	89.3%	86.2%	87.1%	87.8%
CCD	78.7%	77.8%	80.6%	84.3%	85.2%
CNCC	93.4%	93.7%	90.3%	91.9%	91.9%
FRCC	90.2%	89.3%	89.1%	90.2%	90.1%
LCC	97.0%	96.1%	95.2%	94.3%	94.0%
MCC	92.2%	92.2%	86.6%	91.4%	89.8%
NJC	92.2%	91.5%	89.3%	89.4%	94.0%
OC	92.2%	87.8%	87.6%	89.0%	91.6%
PCC	90.3%	88.8%	83.5%	86.7%	83.6%
PPSC	87.5%	85.3%	85.1%	88.1%	87.0%
RRCC	95.1%	94.3%	94.3%	94.4%	94.8%
TSC	91.0%	93.9%	89.8%	91.7%	93.1%
CCCS Total	**90.0%**	**89.6%**	**88.8%**	**90.2%**	**90.0%**

Figure 7.5 – Comparison of Pass Rates by College

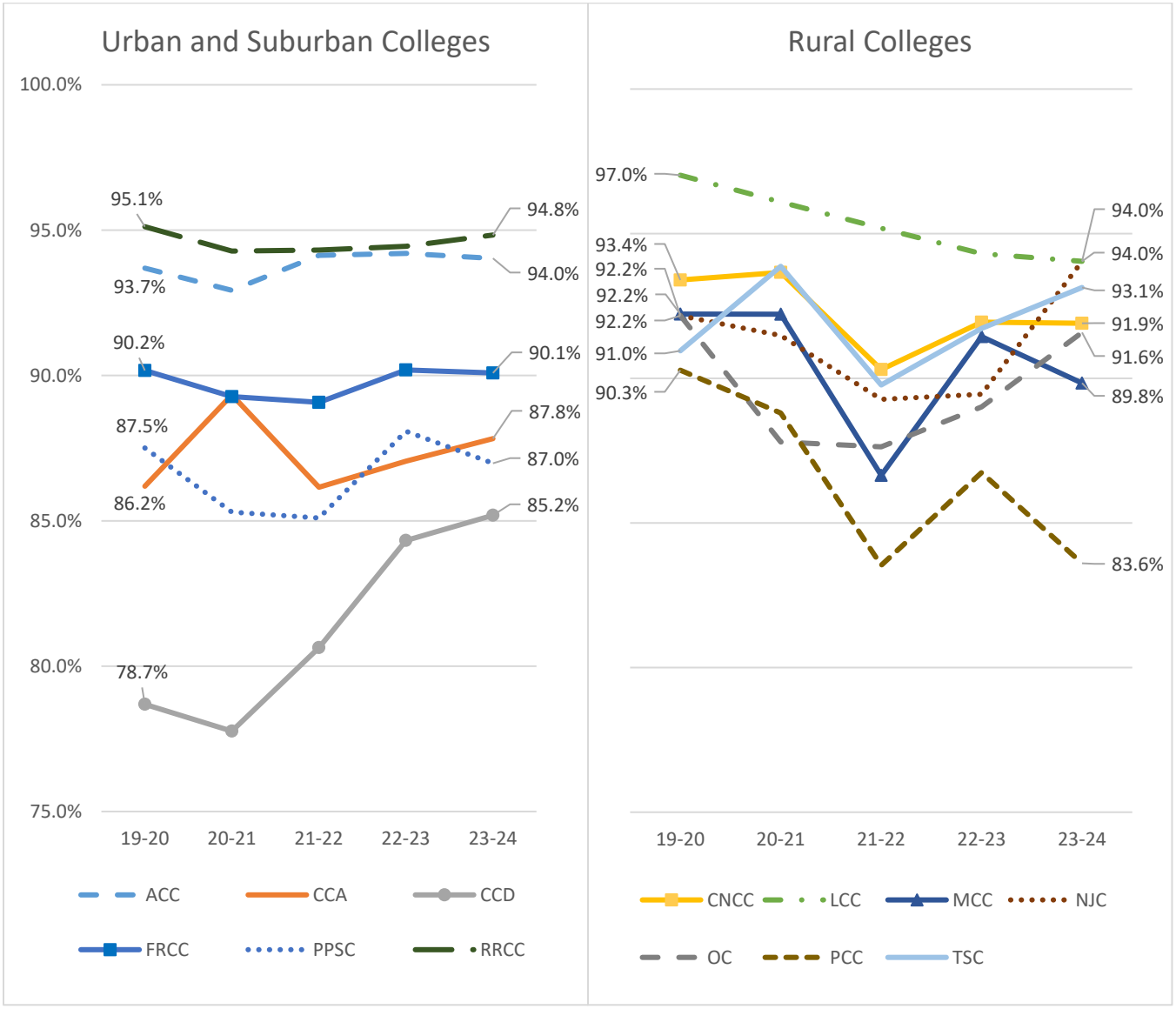


Figure 7.6 – Pass Rates by Delivery Method and College

College	Distance/ Online	Face-to-Face (FTF)	Independent or Directed Study	Internship or Practicum	Mixed FTF/Hybrid	Other
ACC	81.6%	94.6%	96.6%	0.0%	89.1%	94.9%
CCA	73.3%	88.5%	93.9%	0.0%	69.6%	100%
CCD	77.2%	86.0%	0.0%	0.0%	57.1%	96.6%
CNCC	84.0%	92.8%	100%	0.0%	79.8%	95.0%
FRCC	81.3%	91.4%	95.3%	0.0%	84.9%	100%
LCC	90.6%	95.3%	94.4%	0.0%	92.1%	100%
MCC	88.7%	92.9%	72.9%	0.0%	87.9%	94.6%
NJC	89.6%	96.5%	85.7%	100%	94.8%	100%
OC	89.2%	92.1%	100%	0.0%	93.8%	100%
PCC	78.6%	84.2%	100%	0.0%	82.6%	92.1%
PPSC	82.3%	87.7%	92.8%	0.0%	87.5%	96.0%
RRCC	86.7%	95.1%	97.7%	100%	92.2%	98.1%
TSC	85.9%	94.2%	0.0%	0.0%	92.7%	81.8%
CCCS Total	**82.3%**	**91.0%**	**93.1%**	**100%**	**85.8%**	**94.3%**

Postsecondary career and technical education (CTE) accounted for 36.4% of high school course enrollments in 2023-24, with a success rate of 92.7% (Figure 7.7). Red Rocks Community College had a substantially higher proportion of CTE course enrollments due to its continued extensive work with Warren Tech in Jeffco Public Schools. The top three CTE courses taken by high school students, system-wide in 2023-24, were Introduction to Business, Personal Finance, and Introduction to Criminal Justice (Figure 7.8).

Figure 7.7 – Postsecondary CTE Course Enrollments and Completions Rates by College

College	AY 23-24 CTE Courses	All Courses Taken by HS Students	CTE as a Percent of all HS Courses	Success Rate for CTE Courses
ACC	14,326	31,008	46.2%	95.3%
CCA	2,643	20,321	13.0%	91.0%
CCD	1,306	8,427	15.5%	83.9%
CNCC	762	2,692	28.3%	94.0%
FRCC	11,991	33,147	36.2%	92.2%
LCC	494	1,612	30.6%	93.1%
MCC	1,328	3,827	34.7%	91.6%
NJC	805	1,947	41.3%	95.5%
OC	269	1,022	26.3%	90.3%
PCC	5,253	13,016	40.4%	88.0%
PPSC	5,169	14,668	35.2%	88.6%
RRCC	8,291	13,233	62.7%	96.6%
TSC	921	2,026	45.5%	93.4%
CCCS Total	**53,558**	**146,946**	**36.4%**	**92.7%**

Figure 7.8 – Top CTE Courses Taken by High School Students: AY 2023-24

Course Enrollment	Course	Course Description
3,259	BUS1015	Introduction to Business
3,103	BUS1016	Personal Finance
1,253	CRJ1010	Intro to Criminal Justice: SS3
1,173	MAR2016	Principles of Marketing
1,040	CIS1018 (6 courses)	Intro PC Applications
802	HWE1050	Human Nutrition
784	CSC1019 (11 courses)	Intro to Programming
655	NUA1001	Nurse Aide Health Care Skills
637	MGD1011	Adobe Photoshop I
624	ASE1020	Basic Auto Electricity

SECTION 8: CREDITS EARNED UPON HIGH SCHOOL GRADUATION

To understand how many college credits high school students earn upon high school graduation, we calculate their cumulative credits up through the semester that best corresponds with students' high school graduation dates. Specifically, the semester for June and July graduates is summer, the semester for August through December graduate is fall, and the semester for January through May graduate is spring. For instance, the last concurrent enrollment semester for May 2024 graduates is spring 2024.

Over the last five years, an average of 65% of high school graduates earned 15 or fewer college credits (Figure 8.1). The distribution of credits earned in each category has remained consistent since AY 19-20, with an average of 20% earned 15.5 to 30 credits, 7% earned 30.5 to 45 credits, 4% earned 45.5 to 60 credits, and 3% earned more than 60 credits. The average credits earned per high school graduate has increased 9% from 15.5 credits in AY 19-20 to 16.9 credits in AY 23-24 (Figure 8.2). Arapahoe Community College, Community College of Aurora, and Morgan Community College have recorded the most significant growth in average credits earned. Figures 8.3 and 8.4 show the college disaggregation in AY 23-24.

Figure 8.1 – Credits Earned by Academic Year

Credits Earned	19-20 #	20-21 #	21-22 #	22-23 #	23-24 #	19-20 %	20-21 %	21-22 %	22-23 %	23-24 %
0-15 Credits	7,801	7,155	8,056	9,246	10,414	67.5%	63.5%	65.1%	66.1%	63.3%
15.5 - 30 Credits	2,132	2,374	2,494	2,790	3,473	18.5%	21.1%	20.2%	20.0%	21.1%
30.5 - 45 Credits	872	902	957	976	1,325	7.5%	8.0%	7.7%	7.0%	8.1%
45.5 - 60 Credits	459	474	473	563	722	4.0%	4.2%	3.8%	4.0%	4.4%
More than 60 Credits	291	358	391	409	515	2.5%	3.2%	3.2%	2.9%	3.1%
CCCS Total	**11,555**	**11,263**	**12,371**	**13,984**	**16,449**	**100%**	**100%**	**100%**	**100%**	**100%**

Figure 8.2 – Average Credits Earned by Academic Year

College	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
ACC	11.6	12.9	14.2	14.7	16.4
CCA	12.2	14.2	15.6	15.2	17.2
CCD	12.3	12.2	9.4	11.1	12.7
CNCC	23.4	22.2	22.1	21.9	17.8
FRCC	16.9	17.0	15.1	14.2	15.0
LCC	24.7	27.6	28.6	28.4	27.5
MCC	17.6	23.1	23.2	22.6	25.5
NJC	15.6	23.4	19.2	20.7	19.4
OC	19.7	19.8	19.0	20.6	18.9
PCC	16.3	19.2	18.0	19.0	19.2
PPSC	25.9	27.0	28.2	26.4	25.0
RRCC	16.1	14.9	14.9	12.9	14.6
TSC	19.3	19.3	18.9	18.8	17.5
CCCS Average	**15.5**	**16.8**	**16.3**	**16.1**	**16.9**

Figure 8.3 – Credits Earned by College: AY 2023-24

College	0-15 Credits	15.5 - 30 Credits	30.5 - 45 Credits	45.5 - 60 Credits	More than 60 Credits
ACC	2,553	816	172	127	164
CCA	1,468	519	183	124	57
CCD	942	286	43	25	4
CNCC	175	96	37	13	6
FRCC	2,626	672	308	134	80
LCC	36	48	30	11	9
MCC	111	124	89	20	17
NJC	84	66	22	7	2
OC	55	42	14	3	2
PCC	555	249	112	60	36
PPSC	530	242	215	142	87
RRCC	1,190	224	80	52	51
TSC	89	89	20	4	0
CCCS Total	**10,414**	**3,473**	**1,325**	**722**	**515**

Figure 8.4 – Percent of Credits Earned by College: AY 2023-24

College	0-15 Credits	15.5 - 30 Credits	30.5 - 45 Credits	45.5 - 60 Credits	More than 60 Credits
ACC	66.6%	21.3%	4.5%	3.3%	4.3%
CCA	62.4%	22.1%	7.8%	5.3%	2.4%
CCD	72.5%	22.0%	3.3%	1.9%	0.3%
CNCC	53.5%	29.4%	11.3%	4.0%	1.8%
FRCC	68.7%	17.6%	8.1%	3.5%	2.1%
LCC	26.9%	35.8%	22.4%	8.2%	6.7%
MCC	30.7%	34.3%	24.7%	5.5%	4.7%
NJC	46.4%	36.5%	12.2%	3.9%	1.1%
OC	47.4%	36.2%	12.1%	2.6%	1.7%
PCC	54.8%	24.6%	11.1%	5.9%	3.6%
PPSC	43.6%	19.9%	17.7%	11.7%	7.2%
RRCC	74.5%	14.0%	5.0%	3.3%	3.2%
TSC	44.1%	44.1%	9.9%	2.0%	0.0%
CCCS Total	**63.3%**	**21.1%**	**8.1%**	**4.4%**	**3.1%**

SECTION 9: CREDENTIALS EARNED

Overall, 3,542 awards were granted in AY 2023-24 (Figure 9.1), with 3,034 high school students earning a credential (Figure 9.2). The total number of credentials awarded increased by 3.1% from AY 22-23. Of all awards granted, 76.3% were certificates, of which the majority were one-year certificates (Figure 9.3). Although only 4.3% of all credentials earned were AGS degrees, the number of recipients increased by 24.8% since AY 2022-23. AY 2023-24 saw a 19.0% increase in degrees awarded over AY 2022-23.

Figures 9.4 and 9.5 provide the number of credentials awarded and the total headcount of students receiving credentials by college. In AY 2023-24, 26% of high school students receiving credentials were from Front Range Community College. In the same academic year (Figure 9.6), white students received the highest number of credentials (1,919, 54.2%), followed by Hispanic students (1,076, 30.4%). Figures 9.7 and 9.8 show the proportion of credentials awarded by college and demographic grouping. Concurrent Enrollment students received the highest number of credentials, followed by Early College and ASCENT students (Figure 9.9).

Figure 9.1 – Number of Credentials Awarded to HS Students

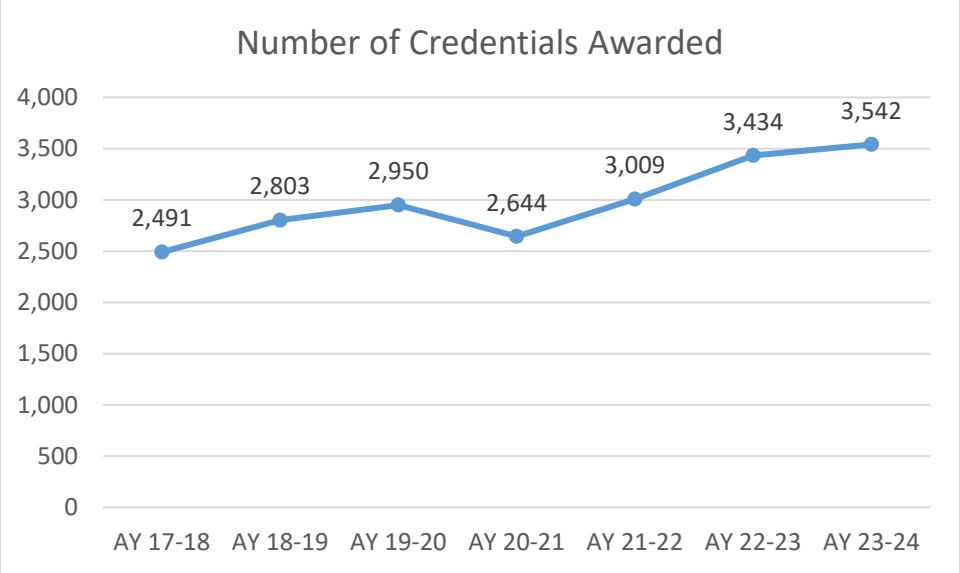


Figure 9.2 – Total Headcount of HS Students Receiving a Credential

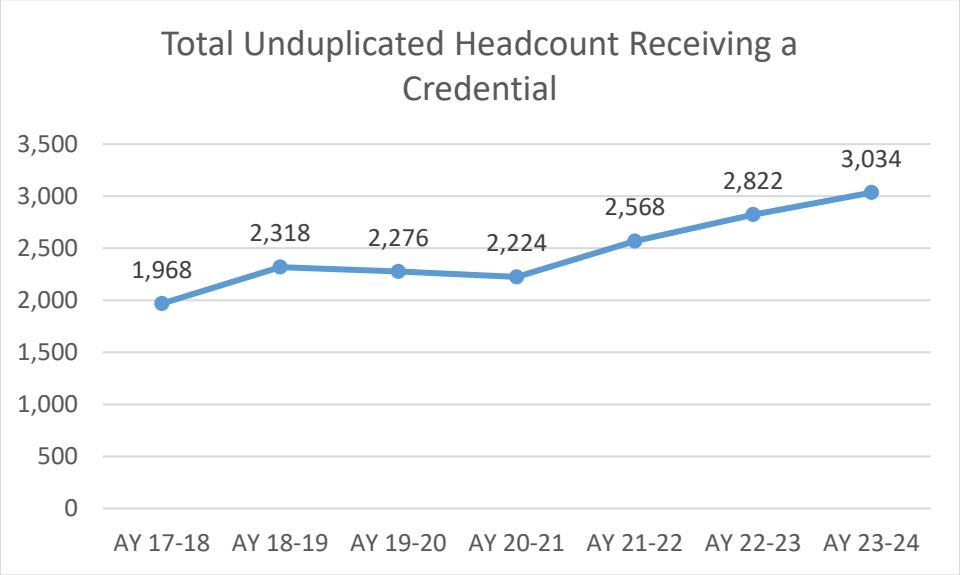


Figure 9.3 – Number and Type of Credentials Earned by High School Students

Credential	AY 22-23 Awards	AY 23-24 Awards	% of all Awards Granted	Change from AY 22-23
Certificates:				
1-year certificate	2,613	2,553	72.1%	-2.3%
2-year certificate	117	151	4.3%	29.1%
Total Certificates	**2,730**	**2,704**	**76.3%**	**-1.0%**
Degrees:				
Associate of Arts	320	377	10.6%	17.8%
Associate of Applied Science	93	111	3.1%	19.4%
Associate of Engineering Sciences	0	2	0.1%	N/A
Associate of Fine Arts	0	2	0.1%	N/A
Associate of General Studies	121	151	4.3%	24.8%
Associate of Science	170	195	5.5%	14.7%
Total Degrees	**704**	**838**	**23.7%**	**19.0%**
Total Credentials	**3,434**	**3,542**	**100%**	**3.1%**

Figure 9.4 – Number of Credentials Awarded by College

College	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
ACC	187	194	241	306	489
CCA	34	50	80	120	127
CCD	68	67	68	57	98
CNCC	20	13	22	9	15
FRCC	1,067	1,105	1,111	1,213	903
LCC	37	37	24	17	25
MCC	30	67	43	75	85
NJC	10	29	19	25	36
OC	14	35	5	26	22
PCC	271	225	208	401	408
PPSC	468	345	487	417	425
RRCC	697	445	669	732	848
TSC	47	32	32	36	61
CCCS Total	**2,950**	**2,644**	**3,009**	**3,434**	**3,542**

Figure 9.5 – Total Unduplicated Headcount of HS Students Receiving a Credential: College Breakdown

College	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
ACC	185	187	237	288	475
CCA	34	50	77	114	123
CCD	64	66	63	51	90
CNCC	16	13	19	7	15
FRCC	743	880	928	1,015	789
LCC	33	35	23	17	23
MCC	25	46	37	59	68
NJC	8	20	15	19	22
OC	14	35	5	26	22
PCC	208	185	176	308	292
PPSC	336	280	343	323	347
RRCC	569	395	620	562	711
TSC	41	32	25	33	57
CCCS Total	**2,276**	**2,224**	**2,568**	**2,822**	**3,034**

Figure 9.6 – Number of Credentials Awarded by College and by Race/Ethnicity: AY 2023-24

College	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multiple races	Native Hawaiian and Other Pacific Islander	Non-Resident Alien (Int'l.)	Unknown	White
ACC	2	28	5	95	19	3	9	15	313
CCA	0	7	20	63	7	1	5	5	19
CCD	1	1	2	64	2	0	16	1	11
CNCC	0	0	0	2	0	0	0	1	12
FRCC	4	12	6	346	27	0	10	62	436
LCC	0	0	0	8	0	0	0	0	17
MCC	0	0	3	48	0	0	1	0	33
NJC	0	0	0	22	1	0	0	0	13
OC	1	0	0	11	0	0	1	0	9
PCC	4	0	1	119	6	1	0	38	239
PPSC	2	13	17	91	37	0	6	10	249
RRCC	8	22	9	164	28	0	17	42	558
TSC	4	1	0	43	1	0	0	2	10
CCCS Total	**26**	**84**	**63**	**1,076**	**128**	**5**	**65**	**176**	**1,919**

Figure 9.7 – Number of Credentials Awarded by College and by Demographic: AY 2023-24

College	Students of Color	Non-Students of Color	First-Generation	Not First Generation	Male	Female
ACC	152	337	131	358	330	159
CCA	98	29	74	53	82	45
CCD	70	28	73	25	73	25
CNCC	2	13	6	9	14	1
FRCC	395	508	406	497	376	527
LCC	8	17	10	15	14	11
MCC	51	34	50	35	63	21
NJC	23	13	21	15	17	19
OC	12	10	14	8	20	2
PCC	131	277	191	217	158	250
PPSC	160	265	159	266	294	131
RRCC	231	617	249	599	403	445
TSC	49	12	42	19	45	16
CCCS Total	**1,382**	**2,160**	**1,426**	**2,116**	**1,889**	**1,652**

Figure 9.8 – Proportion of Credentials Awarded by College and by Demographic: AY 2023-24

College	Students of Color	Non-Students of Color	First-Generation	Not First Generation	Male	Female
ACC	31.1%	68.9%	26.8%	73.2%	67.5%	32.5%
CCA	77.2%	22.8%	58.3%	41.7%	64.6%	35.4%
CCD	71.4%	28.6%	74.5%	25.5%	74.5%	25.5%
CNCC	13.3%	86.7%	40.0%	60.0%	93.3%	6.7%
FRCC	43.7%	56.3%	45.0%	55.0%	41.6%	58.4%
LCC	32.0%	68.0%	40.0%	60.0%	56.0%	44.0%
MCC	60.0%	40.0%	58.8%	41.2%	74.1%	24.7%
NJC	63.9%	36.1%	58.3%	41.7%	47.2%	52.8%
OC	54.5%	45.5%	63.6%	36.4%	90.9%	9.1%
PCC	32.1%	67.9%	46.8%	53.2%	38.7%	61.3%
PPSC	37.6%	62.4%	37.4%	62.6%	69.2%	30.8%
RRCC	27.2%	72.8%	29.4%	70.6%	47.5%	52.5%
TSC	80.3%	19.7%	68.9%	31.1%	73.8%	26.2%
CCCS Total	**39.0%**	**61.0%**	**40.3%**	**59.7%**	**53.3%**	**46.6%**

Figure 9.9 – Credentials Awarded by Program: AY 2023-24

Credential	Concurrent	ASCENT	Early College	P-Tech	TREP	Other HS Concurrent
Certificates:						
1-year certificate	2047	130	99	78	1	198
2-year certificate	108	32	4	2	0	5
Total Certificates	**2,155**	**162**	**103**	**80**	**1**	**203**
Degrees:						
Associate of Arts	139	24	202	0	4	8
Associate of Applied Science	15	24	11	57	0	4
Associate of Engineering Sciences	1	0	1	0	0	0
Associate of Fine Arts	0	0	2	0	0	0
Associate of General Studies	68	16	58	1	2	6
Associate of Science	53	8	129	0	0	5
Total Degrees	**276**	**72**	**403**	**58**	**6**	**23**
Total Credentials	**2,431**	**234**	**506**	**138**	**7**	**226**

SECTION 10: MATRICULATION RATES TO CCCS COLLEGES

A one-year high school cohort model was used to track enrollment after high school graduation to ascertain the rate at which high school students later matriculate to CCCS colleges after high school. Accordingly, the cohort used in the following matriculation rates included high school students enrolled in CCCS courses during AY 2022-23 who also graduated high school during that year. High school graduation dates through the end of July are included in the analysis. Students were counted as having matriculated if they enrolled as a non-high school student in a CCCS college at any point from their most recent concurrent term through the end of AY 2023-24.

2,312 unique high school students from the 2022-2023 cohort enrolled at any CCCS college within one academic year after graduation, a matriculation rate of 13.5% (Figure 10.2). This is down from 15.7 percent for the 2020-2021 cohort but comparable to the 13.6%matriculation rate for the 2021-2022 cohort. Figure 10.1 and Figure 10.2 display high school student matriculation rates by college. When grouped by college, 11.7% of high school students enroll at the same CCCS college where they earned credit within one year of graduation. However, an additional 1.8% of students matriculate to any school in the Colorado Community College System, as this occurs 13.5% of the time.

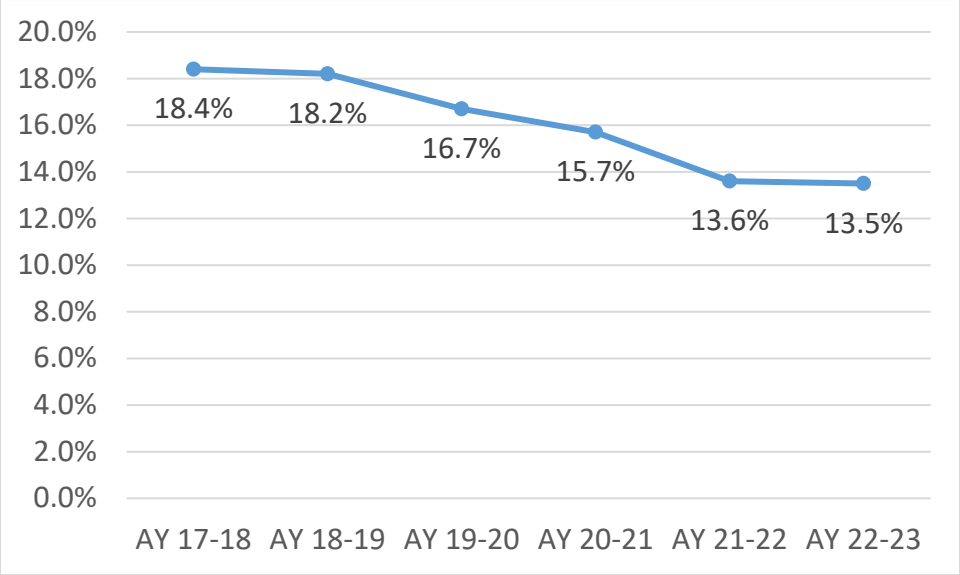
Figure 10.1 – High School Matriculation Rates to Same College by 2022-23 HS Cohort

College	Total HS Graduates in AY 2022-23	Students Matriculated to Same College in AY 2023-24	Matriculation Rate
ACC	3,742	298	8.0%
CCA	2,711	201	7.4%
CCD	1,455	80	5.5%
CNCC	225	21	9.3%
FRCC	4,089	594	14.5%
LCC	127	27	21.3%
MCC	366	72	19.7%
NJC	200	54	27.0%
OC	160	50	31.3%
PCC	1,219	142	11.6%
PPSC	1,177	253	21.5%
RRCC	1,421	144	10.1%
TSC	238	36	15.1%
CCCS Total	**14,957**	**1,750**	**11.7%**

Figure 10.2 – High School Matriculation Rates to any CCCS College by 2022-23 HS Cohort

College	Total HS Graduates in 2022-2023	Students Matriculated to any CCCS College in 2023-2024	Matriculation Rate
ACC	3,742	355	9.5%
CCA	2,711	288	10.6%
CCD	1,455	113	7.8%
CNCC	225	24	10.7%
FRCC	4,089	646	15.8%
LCC	127	31	24.4%
MCC	366	81	22.1%
NJC	200	58	29.0%
OC	160	55	34.4%
PCC	1,219	162	13.3%
PPSC	1,177	258	21.9%
RRCC	1,421	184	12.9%
TSC	258	57	22.1%
CCCS Total	**17,150**	**2,312**	**13.5%**

Figure 10.3 – Matriculation of HS Students to CCCS Colleges over Time



SECTION 11: ENROLLMENT IN A FOUR-YEAR UNIVERSITY AND OVERALL MATRICULATION

Using the cohort model described above, we know that 13.5% of AY 2022-23 students enroll at a CCCS college within one academic year after graduation. However, these rates jump considerably when looking at matriculation to four-year universities. Taking this into account, 53.6% of HS students go on to attend a four-year university in the next academic year (Figure 11.1). Combining those two groups of students, we now know that 65.6% of AY 2022-23 CCCS high school students went on to pursue additional higher education opportunities at either a CCCS college or a four-year university, which was roughly the same as the AY 2020-21 cohort. While 34.4% of 2022-2023 students did not pursue additional higher education opportunities, 24.8% of the cohort was instead employed at some point through the end of AY 2023-24. This indicates a total matriculation and employment rate of 90.4% (Figure 11.2). Figure 11.3 reflects that same information broken down by college.

Figure 11.1 – Overall Matriculation of CCCS High School Students Year-Over-Year Comparison

	Total High School Grad Cohort	Matriculated at CCCS Institution	Matriculated to Four- Year School	Overall Matriculation (Either CCCS or Four-Year)	CCCS Matriculation Rate	Four-Year School Matriculation Rate	Overall Matriculation Rate
2021-22 CCCS HS Grad Cohort	14,957	2,028	8,251	10,023	13.6%	55.2%	67.0%
2022-23 CCCS HS Grad Cohort	17,150	2,312	9,189	11,245	13.5%	53.6%	65.6%
Y/Y Difference	2,193	284	938	1,222	-0.1%	-1.6%	-1.4%

Figure 11.2 – Overall Matriculation of CCCS High School Students with Most Recent Cohort Including Not Matriculated but Employed

2022-23 CCCS High School Grad Cohort	Matriculated at CCCS Institution	Matriculated to Four- Year School	Overall Matriculation (Either CCCS or Four-Year)	Not Matriculated but Employed	CCCS Matriculation Rate	Four-Year School Matriculation Rate	Overall Matriculation Rate	Matriculation and Employment Rate
17,150	2,312	9,189	11,245	4,263	13.5%	53.6%	65.6%	90.4%

Figure 11.3 – Overall Matriculation of CCCS High School Students within Four Years by CCCS College

College	2022-23 CCCS High School Grad Cohort	Matriculated to CCCS Institution	Matriculated to Four-Year School	Overall Matriculation (Either CCCS or Four-Year)	Not Matriculated but Employed	CCCS Matriculation Rate	Four-Year School Matriculation Rate	Overall Matriculation Rate (CCCS or Four-Year)	Matriculation and Employment Rate
ACC	3,742	298	2,485	2,784	726	8.0%	66.4%	74.4%	93.8%
CCA	2,711	201	1,457	1,716	624	7.4%	53.7%	63.3%	86.3%
CCD	1,455	80	689	795	491	5.5%	47.4%	54.6%	88.4%
CNCC	225	21	118	135	77	9.3%	52.4%	60.0%	94.2%
FRCC	4,089	594	2,162	2,730	1,011	14.5%	52.9%	66.8%	91.5%
LCC	127	27	43	72	40	21.3%	33.9%	56.7%	88.2%
MCC	366	72	153	230	102	19.7%	41.8%	62.8%	90.7%
NJC	200	54	77	130	49	27.0%	38.5%	65.0%	89.5%
OC	160	50	54	105	41	31.3%	33.8%	65.6%	91.3%
PCC	1,219	142	485	635	407	11.6%	39.8%	52.1%	85.5%
PPSC	1,177	253	505	736	313	21.5%	42.9%	62.5%	89.1%
RRCC	1,421	144	855	1,019	315	10.1%	60.2%	71.7%	93.9%
TSC	258	57	106	158	67	22.1%	41.1%	61.2%	87.2%
CCCS Total	**17,150**	**1,993**	**9,189**	**11,245**	**4,263**	**11.6%**	**53.6%**	**65.6%**	**90.4%**

In examining the demographics of those students who matriculated to either a CCCS college or a four-year university, first-generation college students and students of color were more likely to enroll in a CCCS college and less likely to matriculate to a four-year school (Figure 11.4). That trend was consistent among students declared in CTE programs as well, as high school students in a CTE program were more likely to matriculate to a CCCS school and less likely to matriculate to a four-year college (Figure 11.5).

Additionally, Figure 11.6 displays matriculation rates by race/ethnicity. Hispanic, Native Hawaiian and other Pacific Islander, and Asian American students were the most likely to matriculate to a CCCS college. Asian students were also the most likely to matriculate to a four-year university. University of Colorado Boulder (13.5%) was the most popular 4-year college to which students matriculated (Figure 11.7), followed by Colorado State University (12.7%) and Metropolitan State University of Denver (8.4%).

Figure 11.4 – Overall Matriculation by Demographic Groupings: AY 2022-23 High School Cohort

Demographic Grouping	% Matriculated to CCCS	% Matriculated to Four-Year School	Overall Matriculation Rate (CCCS or Four-Year School)
Students of Color	16.3%	46.9%	61.6%
Non-Students of Color	11.6%	58.1%	68.3%
First-Generation	17.4%	37.9%	54.1%
Not First-Generation	11.3%	62.3%	72.0%

Figure 11.5 – Overall Matriculation by CTE Programs vs Non-CTE Programs

Demographic Grouping	% Matriculated to CCCS	% Matriculated to Four-Year School	Overall Matriculation Rate (CCCS or Four-Year School)
CTE	15.8%	46.7%	61.2%
Not CTE	12.5%	56.4%	67.4%

Figure 11.6 – Overall Matriculation of CCCS High School Students by Race/Ethnicity: AY 2022-23 High School Cohort

	2022-23 CCCS High School Grad Cohort	Matriculated to CCCS Institution	Matriculated to Four-Year School	Overall Matriculation (Either CCCS or Four-Year)	CCCS Matriculation Rate	Four-Year School Matriculation Rate	Overall Matriculation Rate (CCCS or Four-Year)
American Indian or Alaskan Native	114	15	45	59	13.2%	39.5%	51.8%
Asian	745	104	524	609	14.0%	70.3%	81.7%
Black or African American	751	99	414	499	13.2%	55.1%	66.4%
Hispanic	4,500	807	1,800	2,554	17.9%	40.0%	56.8%
Multiple races	814	101	471	550	12.4%	57.9%	67.6%
Native Hawaiian and Other Pacific Islander	30	5	10	15	16.7%	33.3%	50.0%
Non-Resident Alien (International)	455	32	148	180	7.0%	32.5%	39.6%
Unknown	699	51	419	461	7.3%	59.9%	66.0%
White	9,042	1,098	5,358	6,318	12.1%	59.3%	69.9%
CCCS Total	**17,150**	**2,312**	**9,189**	**11,245**	**13.5%**	**53.6%**	**65.6%**

Figure 11.7 – Top Four-Year Destinations of CCCS High School Students

Four-Year College Destination	# of Students Matriculating	% of All Four-Year Matriculation
University Of Colorado - Boulder	1,300	13.5%
Colorado State University	1,223	12.7%
Metropolitan State University of Denver	807	8.4%
University Of Colorado - Denver	573	6.0%
University Of Colorado - Colorado Springs	367	3.8%
University Of Northern Colorado	364	3.8%
Colorado Mesa University	309	3.2%
Colorado School Of Mines	251	2.6%
Colorado State University - Pueblo	178	1.9%
University Of Denver - Colorado	152	1.6%

SECTION 12: EFFECT OF CONCURRENT ENROLLMENT ON ACADEMIC SUCCESS MEASURES

To examine the effect concurrent enrollment has on student outcomes after high school, retention and graduation rates are presented below. Outcomes are separated into groups based on whether students participated in a high school concurrent enrollment program prior to matriculating to a CCCS college as a non-high school student.

Retention rates are measured on a fall-to-fall basis and adjusted for graduations, and graduation rates are based on 150% time – or graduation within three academic years. For both retention and graduation, the most recent cohorts available are presented: the fall 2022 cohort for retention and the fall 2021 cohort for graduation.

Students were more likely to both retain and graduate based on past participation in a concurrent enrollment program. Students who had previously enrolled at a CCCS college while still in high school retained 55.6% of the time, compared with 48.9% for those who never dual enrolled while in high school (Figure 12.1). Retention rates for students with no previous concurrent enrollment increased from last year (Figure 12.2). The retention rate of students with previous concurrent enrollment decreased by .9 percentage points, while those with no previous concurrent enrollment increased by 1.6 percentage points. Students who participated in a concurrent enrollment program at Northeastern Junior College and Trinidad State College had the highest retention rates at 74.1% and 64%, respectively (Figure 12.3).

In terms of graduation rate, students with previous concurrent enrollment graduated 34.7% of the time, compared with 22.7% for students with no concurrent enrollment (Figure 12.4). Compared to last year, the graduation rate of students with concurrent enrollment increased by 2.5 percentage points, while their counterpart's graduation rate increased by 1.2 percentage points (Figure 12.5). This may reflect a rebound from the fall 2019 cohort, which was heavily affected by the pandemic in 2020.

Figure 12.1 – Fall-to-Fall Retention Rates by Past HS Concurrent Enrollment

Past High School Dual Enrollment	Fall 2022 Cohort	Retained Fall 2023	Fall-to-Fall Retention Rate
Previous Concurrent Enrollment	2,260	1,257	55.6%
No Previous Concurrent Enrollment	8,503	4,162	48.9%
Total	**10,763**	**5,419**	**50.3%**

Figure 12.2 – Fall-to-Fall Retention Rates by Past HS Concurrent Enrollment – Year-Over-Year Comparison

Past High School Dual Enrollment	Fall 2021 to Fall 2022 Retention Rate	Fall 2022 to Fall 2023 Retention Rate	Y/Y Pct. Pt. Diff
Previous Concurrent Enrollment	56.5%	55.6%	-0.9
No Previous Concurrent Enrollment	47.3%	48.9%	1.6
Total	**49.4%**	**50.3%**	**1.0**

Figure 12.3 – Fall-to-Fall Retention Rates by Past HS Concurrent Enrollment by College

College	Fall 2022 Cohort	Previous Concurrent Enrollment Retention Rate	No Previous Concurrent Enrollment Retention Rate	Difference in Retention Rate for Prior Concurrent Enrollment
ACC	1,200	60.9%	50.3%	10.6
CCA	778	59.2%	48.5%	10.7
CCD	1,390	46.0%	44.9%	1.1
CNCC	202	51.2%	52.8%	-1.6
FRCC	2,300	50.7%	49.2%	1.6
LCC	175	57.9%	55.1%	2.8
MCC	179	51.6%	52.0%	-0.4
NJC	275	74.1%	67.7%	6.4
OC	175	48.1%	59.3%	-11.3
PCC	548	63.5%	46.9%	16.6
PPSC	2,238	51.6%	46.9%	4.8
RRCC	963	53.5%	46.1%	7.4
TSC	340	64.0%	63.4%	0.6
CCCS Total	**10,763**	**55.6%**	**48.9%**	**6.7**

Figure 12.4 – Graduation Rates by Past HS Concurrent Enrollment

Past High School Dual Enrollment	Fall 2021 Cohort	Graduated by Summer 2024	Graduation Rate
Previous Concurrent Enrollment	2,499	867	34.7%
No Previous Concurrent Enrollment	8,730	1,983	22.7%
Total	**11,229**	**2,850**	**25.4%**

Figure 12.5 – Graduation Rates by Past HS Concurrent Enrollment – Year-Over-Year Comparison

Past High School Dual Enrollment	Fall 2020 Cohort -- Graduated by Summer 2023 Graduation Rate	Fall 2021 Cohort -- Graduated by Summer 2024 Graduation Rate	Y/Y Pct. Pt. Diff
Previous Concurrent Enrollment	32.2%	34.7%	2.5
No Previous Concurrent Enrollment	21.5%	22.7%	1.2
Total	**24.1%**	**25.4%**	**1.3**

Figure 12.6 – Graduation Rates by Past HS Concurrent Enrollment by College

College	Fall 2021 Cohort	Previous Concurrent Enrollment Graduation Rate	No Previous Concurrent Enrollment Graduation Rate	Difference (Pct. Pt.) in Graduation Rate for Prior Concurrent Enrollment
ACC	1,267	25.7%	21.5%	4.2
CCA	873	33.1%	18.2%	14.9
CCD	1,261	19.4%	18.1%	1.3
CNCC	159	38.7%	30.5%	8.2
FRCC	2,576	28.7%	18.9%	9.8
LCC	207	63.0%	41.3%	21.7
MCC	175	53.1%	37.3%	15.8
NJC	356	73.1%	42.0%	31.0
OC	223	41.7%	40.6%	1.1
PCC	599	32.2%	26.8%	5.4
PPSC	2,139	37.4%	17.1%	20.3
RRCC	1,048	29.8%	29.8%	0.0
TSC	346	59.6%	47.6%	12.0
CCCS Total	**11,229**	**34.7%**	**22.7%**	**12.0**

SECTION 13: MEDIAN TIME AND CREDITS TO DEGREE

To understand how long it takes students to complete an associate degree, median years to degree and median credits to degree were assessed. Similar to retention and graduation rates, students who received an associate degree were separated into two groups based on whether they participated in a concurrent high school enrollment program in or before the semester they graduated.

The methodology of calculating years to degree and credits to degree was adopted and modified from the Colorado Department of Higher Education's (CDHE) ROI report. Reverse transfers were excluded. One academic year was divided into two terms, with summer and fall semesters in one term (0.5) and spring in another (0.5). Students who enrolled in both summer and spring semesters, for example, were counted as one academic year. Students enrolled for more than 10 academic years were considered outliers and were removed from the final calculation. In the median credits to degree calculation, only institution-earned credits were included.

The median time to complete an associate degree among students who previously participated in a concurrent enrollment program was 2.5 years (Figure 13.1) for AY 2023-24 cohort. These students spent less time completing an associate program after high school because they earned some credit hours in their concurrent enrollment program. On the other hand, the median time for students without concurrent enrollment was 3 years.

No difference was found in median credits to degree. In AY 2023-24, both students who previously participated in a concurrent enrollment program and students without concurrent enrollment accumulated 63 credits upon graduation.

Figure 13.1 – Median Time and Credits to Degree by Past HS Concurrent Enrollment

Degree Completion	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Median Time to Degree:					
Previous Concurrent Enrollment[2]	2.0	2.0	2.0	2.5	2.5
No Previous Concurrent Enrollment	3.0	3.0	3.0	3.0	3.0
Median Credits to Degree:					
Previous Concurrent Enrollment	64.0	64.0	64.0	63.0	63.0
No Previous Concurrent Enrollment	65.0	64.0	63.5	63.0	63.0

[2] Students who obtained an associate degree before graduating from high school were excluded.

Figure 13.2 shows the breakdown by degree type. In AY 2023-24, AAS students with concurrent enrollment (2.5 years) spent a longer time completing a degree compared to AA/AS (2 years) and AGS (2 years) students. It is worth noting that, in AA/AS and AGS programs, students with and without concurrent enrollment accumulated roughly the same number of credits upon graduation. The median time to complete an AA/AS and AGS degree, however, was longer among students without concurrent enrollment (3.0 years vs. 2.0 years). Although AAS students with concurrent enrollment accumulated 4 credits more than students without concurrent enrollment, their time to degree was 0.5 years shorter. Figure 13.3 shows a slight variation between schools in time to

degree. Depending on the college, previous participants in concurrent enrollment earned degrees in 2.0 to 3.0 years and took the same time to degree or less than non-participants at 12 colleges. Figure 13.4 shows a slight variation between schools in credits to degree, with prior concurrent enrollment students taking more credits to degree than non-participants at nine colleges.

Figure 13.2 – Median Time and Credits to Degree by Past HS Concurrent Enrollment and by Degree Type, AY 23-24

Degree Completion	AA/AS	AAS	AGS
Median Time to Degree:			
Previous Concurrent Enrollment	2.0	2.5	2.0
No Previous Concurrent Enrollment	3.0	3.0	3.0
Median Credits to Degree:			
Previous Concurrent Enrollment	62.0	70.0	61.0
No Previous Concurrent Enrollment	62.0	66.0	61.0

Figure 13.3 – Median Time to Degree by Past HS Concurrent Enrollment and by College, AY 23-24

College	Previous Concurrent Enrollment	No Previous Concurrent Enrollment
ACC	2.5	3.0
CCA	2.5	3.3
CCD	2.5	3.0
CNCC	3.0	2.5
FRCC	2.5	3.0
LCC	2.0	2.0
MCC	2.0	3.0
NJC	2.0	2.0
OC	2.0	2.0
PCC	2.5	3.0
PPSC	2.0	3.0
RRCC	2.5	3.0
TSC	2.0	2.0
CCCS Median	**2.5**	**3.0**

Figure 13.4 – Median Credits to Degree by Past HS Concurrent Enrollment and by College, AY 23-24

College	Previous Concurrent Enrollment	No Previous Concurrent Enrollment
ACC	64.0	63.0
CCA	62.0	65.0
CCD	63.0	63.0
CNCC	69.0	64.0
FRCC	61.0	62.0
LCC	63.0	62.0
MCC	70.0	64.5
NJC	63.0	61.0
OC	61.0	60.0
PCC	69.4	63.5
PPSC	62.0	65.0
RRCC	66.0	63.0
TSC	67.0	55.8
CCCS Median	**63.0**	**63.0**

SECTION 14: MEDIAN WAGE

Similar to average time and degree, the methodology of calculating median wage among graduates who previously participated in a concurrent enrollment program was also adopted from CDHE's ROI report. According to this report, wage data from the Colorado Department of Labor and Employment (CDLE) are inclusive of Colorado with federal employees and those self-employed excluded. Since wage data are based on the calendar year, graduation cohorts are established using the calendar year. For example, the cohort 2017 includes graduates from spring 2017, summer 2017, and fall 2017. Two thresholds are implemented: (1) number of quarters employed, and (2) state minimum wage (see Appendix for details). As a result, 22.5% of 2018 graduates were included in year one wage calculation, 33.4% were included in year three wage calculation, and 46% were included in year 5 wage calculation (Figure 14.1).

Of the 2018 graduates who previously participated in a concurrent enrollment program, 74.6% were employed in year one after graduation, 68.5% were employed in year three, and 65.9% were employed in year five (Figure 14.1). The median wage for all graduates started at $35,201 in year one after graduation and increased to $51,927 in year five (Figure 14.2).

Figure 14.1 – Employment Status by Calendar Year

	Calendar Year	Calendar Year	Calendar Year	Calendar Year	Calendar Year	Calendar Year
Employment Status	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**
1-Year						
Employed & Met Threshold	955	1,044	1,181	26.0%	23.5%	22.5%
Employed & Didn't Meet Threshold	1,841	2,270	2,740	50.2%	51.2%	52.1%
Not Employed or No Wage Data	871	1,121	1,334	23.8%	25.3%	25.4%
3-Year						
Employed & Met Threshold	1,323	1,468	1,755	36.1%	33.1%	33.4%
Employed & Didn't Meet Threshold	1,347	1,658	1,842	36.7%	37.4%	35.1%
Not Employed or No Wage Data	997	1,309	1,658	27.2%	29.5%	31.6%
5-Year						
Employed & Met Threshold	1,572	2,051	2,418	42.9%	46.2%	46.0%
Employed & Didn't Meet Threshold	864	818	1,044	23.6%	18.4%	19.9%
Not Employed or No Wage Data	1,231	1,566	1,793	33.6%	35.3%	34.1%
Total Number of Students	**3,667**	**4,435**	**5,255**			

Figure 14.2 – Median Wage by Year

Years after Graduated	Calendar Year 2016	Calendar Year 2017	Calendar Year 2018
1-Year	$28,571	$32,547	$35,201
3-Year	$39,396	$40,371	$42,362
5-Year	$45,916	$50,392	$51,927
Pct. Change from 1-Year to 3-Year	**37.9%**	**24.0%**	**20.3%**
Pct. Change from 1-Year to 5-Year	**60.7%**	**54.8%**	**47.5%**

2018 graduates earning an AGS had the highest median wage (Figure 14.3) in Year 5 at $60,150. The Year 1 median wage of 1–2-year certificate and AAS graduates was the highest at $42,217 and $42,000, respectively. The greatest difference in year one wages vs year five was for those with AGS degrees, as those students earned $25,361 more in median annual wages.

Figure 14.3 – Median Wage by Credential Type

Type of Credential	Calendar Year 2016	Calendar Year 2017	Calendar Year 2018
Certificate (< 1 Year)[3]			
1-Year	$25,113	$27,334	$32,050
3-Year	$36,864	$37,906	$39,384
5-Year	$44,760	$48,751	$50,025
Pct. Change from 1-Year to 3-Year	**46.8%**	**38.7%**	**22.9%**
Pct. Change from 1-Year to 5-Year	**78.2%**	**78.4%**	**56.1%**
Certificate (1-2 Year)[4]			
1-Year	$37,700	$39,546	$42,217
3-Year	$44,583	$47,417	$51,207
5-Year	$49,810	$59,278	$55,952
Pct. Change from 1-Year to 3-Year	**18.3%**	**19.9%**	**21.3%**
Pct. Change from 1-Year to 5-Year	**32.1%**	**49.9%**	**32.5%**
AAS			
1-Year	$40,376	$43,667	$42,000
3-Year	$46,531	$47,406	$48,898
5-Year	$51,740	$59,491	$57,225
Pct. Change from 1-Year to 3-Year	**15.2%**	**8.6%**	**16.4%**
Pct. Change from 1-Year to 5-Year	**28.1%**	**36.2%**	**36.3%**
AA/AS			
1-Year	$23,535	$27,791	$33,054
3-Year	$37,789	$37,619	$40,988
5-Year	$42,983	$48,807	$51,250
Pct. Change from 1-Year to 3-Year	**60.6%**	**35.4%**	**24.0%**
Pct. Change from 1-Year to 5-Year	**82.6%**	**75.6%**	**55.0%**
AGS			
1-Year	$25,846	$31,559	$34,789
3-Year	$44,883	$43,510	$46,851
5-Year	$49,080	$50,366	$60,150
Pct. Change from 1-Year to 3-Year	**73.7%**	**37.9%**	**34.7%**
Pct. Change from 1-Year to 5-Year	**89.9%**	**59.6%**	**72.9%**

[3] Certificate (< 1 Year) includes CER1 and CER1N

[4] Certificate (1-2 Year) includes CER, CER2 and CER2N

Health Professions and Related Clinical Sciences (e.g., Phlebotomy, Nursing Assistant, Veterinary Assistant, Medical Assisting) were the most popular certificates for students who previously participated in a concurrent enrollment program, followed by Mechanic and Repair Technologies/Technicians certificates (e.g., Auto Technician, Engine Performance Technician, Diesel Mechanics) (Figure 14.4). The median wage of 2018 graduates from both programs started in the mid to high $30,000s. By year five, health professionals were earning $52,253 and those in Mechanic and Repair were earning $54,954.

Figure 14.4 – Median Wage by Classification of Instructional Programs (CIP) Code, Certificates only

Median Annual Wage	Calendar Year 2016	Calendar Year 2017	Calendar Year 2018
Health Professions and Related Clinical Sciences (CIP: 51xxxx)			
1-Year	$33,629	$36,504	$38,715
3-Year	$39,246	$40,420	$41,878
5-Year	$42,768	$51,504	$52,253
Pct. Change from 1-Year to 3-Year	**16.7%**	**10.7%**	**8.2%**
Pct. Change from 1-Year to 5-Year	**27.2%**	**41.1%**	**35.0%**
Mechanic and Repair Technologies/Technicians (CIP: 47xxxx)			
1-Year	$31,282	$32,912	$33,243
3-Year	$44,170	$42,585	$42,011
5-Year	$49,531	$49,825	$54,954
Pct. Change from 1-Year to 3-Year	**41.2%**	**29.4%**	**26.4%**
Pct. Change from 1-Year to 5-Year	**58.3%**	**51.4%**	**65.3%**

APPENDIX: DATA SOURCES & METHODOLOGY

Data Source:

High school students' data were pulled from the operational data store (ODS) at the Colorado Community College System office. The majority of the sections were pulled from freeze tables for consistency and are reflective of the end-of-term freeze for a given academic term. The end-of-term freeze dates allow time for data entry and cleanup after the actual end of the semester. End-of-term freeze dates are as follows:

- Summer – October 10
- Fall – February 10
- Spring – July 10

Credentials earned and graduation data were extracted from live tables to reflect the most recent award records.

Methodology:

Average credit hours taken: Average credit hours are calculated by summing all credit hours taken and dividing by unduplicated headcount in an academic year.

Career and technical education (CTE): CTE courses are identified using course attributes.

CCCS headcount: Unduplicated headcount of overall CCCS population, including students taking non-countable courses.

Course level: Developmental education courses include CCR (formerly REA), ENG with course number less than 100, MAT106, and MAT with course number less than 102. College level courses are any courses that are not developmental education.

Course pass rate: Pass in this report entails receiving a grade of 'C' or better. Failing courses includes withdrawals. Pass rate is calculated by dividing the number of students passed (any grade of A, B, C, S/A, S/B, S/C, S) by total number of enrolled students (any student who received a grade, including W).

Courses taken: Number of courses taken by high school students. Students who take the same course multiple times are counted the number of times they occur.

Credential awarded: Number of degrees and certificates awarded to students. Students receiving more than one credentials are counted multiple times.

Credits attempted: Number of credit hours enrolled by high school students.

Delivery Methods: Delivery methods in this document are predicated on the same classifications used in SURDS reporting to the CDHE:

- Face-to-Face (FTF): any traditional, continuing education, career-technical courses, classroom-based classes except for clinical, co-operative education, independent study, internship, practicum, or private instruction
- Mixed FTF/Hybrid: HyFlex, HyFlex with lab, hybrid and technology enhanced classes
- Distance/Online: online, interactive video, remote hybrid, remote real-time, telecourse, and webcast classes
- Independent or Directed Study: competency based and self-paced classes
- Internship or Practicum: career-technical and traditional classes with schedule type of clinical, co-operative education, independent study, internship, OL internship, OL lab, practicum, or private instruction
- Other: classes that are not listed in previous categories

Fall-to-fall retention rate: Fall cohort includes new, first-time degree-seeking students enrolled in fall, or enrolled in fall term and first-time degree seeking in the summer directly preceding fall. Both full-time and part-time students were included in this study. Students are counted as retained if they enroll in the following fall semester or are awarded with a credential between the fall term of entry and the following summer term. Retention rate is calculated as the sum of students retaining divided by the total number of students in the cohort.

Graduation rate: Fall cohort includes new, first-time degree-seeking students enrolled in fall, or enrolled in fall term and first-time degree seeking in the summer directly preceding fall. Both full-time and part-time students are included in this study. Students are counted as graduates if they are awarded with a credential between the fall term of entry and summer of the third year. Graduation rate is calculated as the sum of graduates divided by the total number of students in the cohort.

Headcount of students receiving a credential: This is an unduplicated headcount of students who receive an associate degree or a certificate. Students receiving more than one credential are counted once.

High school program: Program information is based on the high school attributes: (1) concurrent enrollment – HSC, (2) ASCENT – HSA, (3) other high school concurrent – any other HS attributes, GTC attributes or student population type is L or H.

High school students: Starting 2020, high school students are identified based on population type and high school attributes. Students coded as L or H in population type or have high school attribute are considered high school students.

Matriculation to CCCS colleges: Matriculation cohort includes all high school students enrolled in an academic year, and who also graduated high school during that year. The cohort encompasses individuals whose high school graduation dates fall between August through the end of July. A student is counted as having matriculated if he/she enrolls in a CCCS college as a non-high school student at any point from the most recent semester enrolled in the cohort year through spring of the following academic year.

Matriculation to four-year universities: Matriculation cohort includes all high school students enrolled in an academic year, and who also graduated high school during that year. The cohort encompasses individuals whose high school graduation dates fall between August through the end of July. A student is counted as having matriculated if he/she enrolls in a four-year university at any point from the most recent semester enrolled in the cohort year through spring of the following academic year.

Median credits to degree: The credits to degree cohort includes all graduates with an associate degree in an academic year. Reverse transfers are excluded. Students receiving more than one associate degree are unduplicated, with the earliest graduation term retained. Median credits to degree are calculated as an average credit hour that cohort students earned upon completion of an associate degree.

Median time to degree: Time to degree cohort includes all graduates with an associate degree in an academic year. Reverse transfers are excluded. Students receiving more than one associate degree are unduplicated, with the earliest graduation semester retained. One academic year is divided into two terms, with summer and fall semesters in one term (0.5) and spring in another (0.5). Median time to degree is the median of the total number of academic years that students in the cohort spend upon completion of an association degree.

Median wage: Median wage cohort includes all students who receive a credential in a calendar year. Students receiving more than one credential each year are unduplicated, with the highest degree retained. The median wage is the median of earnings in year one, year three and year five. According to CDHE's ROI report, the calculation of wage earnings begins two quarters after the graduation quarter. Therefore, year one wage is the sum of earnings from 3rd quarter to 6th quarter after graduation. Year three wages are the sum of earnings from the 11th quarter to 14th quarter after graduation. Year five wage is the sum of earnings from 19th quarter to 22nd quarter (Q) after graduation. For example, spring 2012 cohort graduated in May 2012 (Figure 61). Their median year one wage is the median of earnings from Q1 2013 to Q4 2013, median year three wage is the median of earnings from Q1 2015 to Q4 2015, and median year five wage is the median of earnings from Q1 2017 to Q4 2017.

Two thresholds are implemented: (1) number of quarters employed and (2) state minimum wage. Graduates who are employed less than four quarters by the end of 6th quarter after graduation are excluded from year one wage calculation; graduates who are employed less than five quarters by the end of 14th quarter or by the end of 22nd quarter are excluded in year three wage and year five wage calculation. Graduates who earned less than the state minimum wage are also excluded.

Figure A.1 – Wage calculation for spring 2012 cohort

Calendar Year	Q1	Q2	Q3	Q4
2012		Graduated	1st Quarter	2nd Quarter
2013 (1-Year Wage)	3rd Quarter	4th Quarter	5th Quarter	6th Quarter
2014	7th Quarter	8th Quarter	9th Quarter	10th Quarter
2015 (3-Year Wage)	11th Quarter	12th Quarter	13th Quarter	14th Quarter
2016	15th Quarter	16th Quarter	17th Quarter	18th Quarter
2017 (5-Year Wage)	19th Quarter	20th Quarter	21st Quarter	22nd Quarter

Race/ethnicity: IPEDS's definition of race/ethnicity is used in this report.

Students of color: All race/ethnicity except for non-resident alien, unknown, and white.